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ABSTRACT

This survey is a result of the decision of the British Department of Education and Science to provide a long-term forecast of national needs in modern languages. The overall aims of the project were to describe levels of teaching and standards of achievement in French, German, Italian, Russian, and Spanish in terms of (1) what is required for various occupations and professions, and (2) what is at present provided by the educational system in Britain. The text includes: (1) an analytical contents table of the whole survey; (2) the theoretical bases of the survey, which incorporates sections on problems of language performance, language skills, language contexts, language functions, a five-stage curriculum analysis model, and a description of the need for further research; (3) an analysis of approximately 40 modern language syllabuses, from seven institutions from practical language courses for industry and commerce; (4) an outlined listing of the various secondary schools with specific explanations of their curricula; (5) an outlined listing of programs in institutions of higher education. In addition four appendixes provide information on residence abroad, language tests and enrollment statistics. (LG)

ED 093163

SURVEY OF CURRICULA AND PERFORMANCE IN MODERN LANGUAGES

1971–72

C. Vaughan James

and

Sonia Rouve

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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and
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FOREWORD

In 1969 the then Committee on Research and Development in Modern Languages urged that a long-term forecast of national needs in modern languages was desirable and various proposals were discussed with the Department of Education and Science. It was eventually agreed that while a single ambitious detailed survey of future manpower requirements in modern languages would be impracticable, a series of smaller studies might be of great value in planning and regulating the development of modern language teaching.

As a result two projects were initiated. The Nuffield Foundation agreed to finance a pilot survey of national manpower requirements in foreign languages at the University of York* while the Department of Education and Science and the Scottish Education Department jointly agreed to finance a survey describing 'the existing provision of teaching and levels of achievement' in the public education system. It was clear that any picture of the needs and demands of commerce and industry for linguists would (to make much sense) have to be set against a clear description of the present resources and supply. The two projects were seen as complementary from the outset and close liaison has since been maintained between them.

Originally it was suggested that the survey of existing provision might be carried out entirely by the Centre for Information on Language Teaching and Research (CILT) but when the Centre for Educational Technology of the University of Sussex (Director, Professor Norman MacKenzie) offered to second its Senior Fellow in Language Studies to do the work full-time, a most fortunate liaison was established. Thus, in collaboration with CILT, the Centre for Educational Technology undertook responsibility for the main task and appointed Mr C. Vaughan James as principal investigator, Professor MacKenzie being its formal director.

The original brief was to 'describe levels of teaching and standards of achievement in French, German, Italian, Russian and Spanish in terms of (a) what is required for various occupations and professions; (b) what is at present provided by the educational system in Britain, in particular from 13 onward'. However, as much of (a) was to be covered by the Nuffield-sponsored project at the University of York, the emphasis of the present survey was shifted to (b).

The final aims of the project in interpreting this requirement were therefore stated in detail as:

(i) to evolve a set of descriptors and classification categories for the unambiguous communication of the content and objectives of language curricula within the state system (excluding major university courses of language and literature)

(ii) to describe the language content and language objectives in French, German, Italian, Russian and Spanish for GCE ('O' and 'A' levels), CSE (selected modes), RSA, Institute of Linguists and CNAA degree courses with a language component, plus any such others as the Project and Steering Committee may decide . . .

(iii) to assess the degree to which the language content is tested in the relevant examinations . . .

(iv) to assess the degree to which the language tests are congruent with the language objectives

(v) to draw conclusions about the degree to which the objectives are achieved . . .

(vi) to produce a publishable report of its findings based on a model capable of being maintained up-to-date.

. . . . . The final report to be prepared in collaboration with CILT which will also undertake its publication . . .'

In September 1971 a steering committee was established consisting of:

Dr N. Denison, (*Director of Language Studies, London School of Economics and Political Science*)** – Chairman
W. Cunningham, HMI, *Scottish Education Department*
Professor E. W. Hawkins, *Director, Language Teaching Centre, University of York*
Professor E. J. A. Henderson, *Department of Phonetics and Linguistics, School of Oriental and African Studies, University of London*
P. H. Hoy, HMI, *Department of Education and Science*
Professor N. MacKenzie, *Director, Centre for Educational Technology, University of Sussex*
G. E. Perren, *Director, Centre for Information on Language Teaching and Research*
G. R. Potter, *Director of Education, West Sussex*
M. V. Salter, (HMI on secondment), *Educational Adviser for Modern Languages to the Schools Council*
Miss R. White, *Centre for Information on Language Teaching and Research* – Secretary

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*This project, under the general direction of Professor E. W. Hawkins, is due to report later in 1973.

**at present *Professor of General and Applied Linguistics at the University of Graz, Austria.*

Mr Vaughan James began full-time work in September, using a considerable quantity of material which had already been assembled at CILT in preparation for the survey, and Mrs Sonia Rouve was appointed assistant. Work proceeded at an accelerating pace and resulted in the production of the first draft of the following report by the end of 1972.

Although from the beginning of the project the Steering Committee has been closely involved in the specification of aims and the general planning of the project, the greatest credit should be given to Mr Vaughan James for his ability to translate these complex and sometimes intractable terms of reference into practicable and effective working techniques which have now yielded so informative a report. It is to be hoped that the suggestions for continuous work on such an important aspect of national educational provision will be heeded and that this report will be of material aid to future planning.

NORMAN DENISON
Chairman, Steering Committee

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INTRODUCTION

The title of this report requires a brief explanation. The word *curricula* was chosen because it was clear from the beginning that language teaching might take many forms under cover of a variety of overall aims – whether primarily vocational (as in many further education courses), primarily educational (as in most school courses) or auxiliary to other disciplines (as in some CNAA degrees or European studies courses). A term was required which could conveniently embrace any purposeful (and some rather less purposeful) language learning. *Performance* was chosen to cover the very difficult task of attempting to describe what a student might actually be able to *do* after completing a language course – a problem referred to again at the end of this introduction.

When the brief for the survey was drawn up in the autumn of 1971 it was clear that the resources available would permit work for one academic year only and thus the field to be covered would have to be carefully limited. While this had grave disadvantages, at least it has led to a synchronous if necessarily surface description of a vast area. The object of this short introduction to what has become a lengthy report is therefore to indicate its limits, point out some lacunae and assist the reader to find his way about. Some obvious pointers to future work are also included.

The major divisions of the report, *Further Education* (Chapter Two), *Schools* (Chapter Three) and *Higher Education* (Chapter Four) are obvious enough, but they are by no means watertight. A student acquiring high proficiency in a modern language may experience all three sectors of education; he will almost certainly pass through two. The order in which they are dealt with here requires a word of explanation. Although the courses listed under further education vary widely, most have in common a frankly vocational orientation, and thus are capable of more complete analysis than many of those in other sectors. Further education courses are therefore treated first so as to provide clear examples of the system of analysis and description used throughout the report.

The evolution of this system occupied much of the first stage of the survey and was a necessary preliminary as a means of reducing to intelligible order the vast amount of data acquired from CILT and other sources. Chapter One, *Theoretical bases of the survey*, discusses and explains it in detail, while subsequent chapters also explain its application to their contents. It is, however, important to note here that the system (with some refinement perhaps) is one which could be applied to future language courses, and to those not dealt with here, so as to supplement and up-date the present report.

That some courses had to be omitted was indeed inevitable, though these are fewer than was at first feared. Thus *Higher Education* concentrates on undergraduate courses, while courses leading to post-graduate diplomas or certificates have not been considered, nor have the various service courses supplied on demand at several institutions. Courses to train language teachers have been omitted since these are the subject of another specialised report.[*]

Such omissions suggest a programme of future work if the field is to be covered completely. Suggestions for more theoretical research also arise. The relationship and interaction between the assumed 'four language skills' at different levels of learning and in different languages (paragraph 3.00), the effect of 'language distance' as a factor in language learning (paragraph 3.01), the relationship between visual stimuli and linguistic expression (paragraph 3.02), the uses of achievement or proficiency tests as predictors of aptitude for further learning (paragraph 3.03), and perhaps most important of all for the school teacher, the relationship between the acquisition of language skills and concepts in the mother tongue and in foreign languages, are all subjects on which further research would be profitable and of practical assistance to language teaching.

At the more practical level of course design and planning we became acutely conscious of the need for further work on the structuring of interdisciplinary and multidisciplinary courses with a language component – not least in the sphere of European studies – a term at present applied to quite disparate courses having little in common. Of great interest and potential value would be the analysis and description in compatible terms (possibly using the same survey descriptors) of language courses in other countries, leading to useful comparisons with our own.[**] We were struck as much by the almost complete lack of similar work elsewhere as by the interest of colleagues in foreign countries in what we were doing.

Throughout the text of the report overt comment has been avoided as far as possible, and data have been presented to be interpreted as the reader wishes. This is also true of the appendices. Appendix I describes current practice in sending university and polytechnic students abroad, either for intercalated periods or as part of their courses. Appendix II provides a note on aptitude testing, Appendix III lists the types of language tests encountered, with an analysis of the skills they test. Appendix IV brings together statistics from many sources and the returns of questionnaires used in the survey, arranged for reference and comparison; this section was prepared largely by Mr J. M. C. Davidson of Bristol Polytechnic. Like the rest of the report, it is hoped that such statistics can easily be maintained in future years.

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[*] A. Spicer and D. C. Riddy, *The initial training of teachers of modern foreign languages in colleges and departments of education: report of a survey carried out between January 1970 and March 1971.*

[**] This might be particularly applicable to work at present in train under the auspices of the Council of Europe Committee for Out-of-school Education and Cultural Development in developing a European units/credits system for modern language learning by adults.

It must be stressed that this report is primarily an attempt at consistent description and analysis in terms necessarily derived from a study of the data being at present available. It is a factual survey and not a review of the comparative efficiency of language teaching aims and methods. The consistency and congruency of syllabus aims with the subsequent examinations and tests are certainly examined (in objective terms as far as possible), but the relative value of various courses according to an independent criterion of language proficiency has not been assessed. To do this would require evolving and applying standardised tests which were independent of existing examinations – a vast undertaking far beyond the resources available and requiring several years' work. It would also involve establishing absolute (and possibly arbitrary) definitions of linguistic skills, a formidable challenge.

The reader who wishes to make his own assessment of the relative merits of the products of the various courses described below must remember that all students who take them do not succeed equally. A 'pass' in any of the courses or examinations listed can be at many different levels. (In some 40% serves as a pass mark.) The candidate passing at a low level will have fulfilled only a portion of the syllabus or examination requirements, while others may well have acquired skills which are not formally tested in the examination at all. Although there is no known method of independently assessing in comparative terms the proportion of syllabus aims actually achieved by individual candidates in different examinations, it is safe to say that it is very much easier to decide how much a student has really learnt as the result of following a particular syllabus if that syllabus is first expressed in terms of exact objectives and specific content. Regrettably many are not, as the following report amply demonstrates, although there has been a perceptible trend towards increasing precision in recent years.

Finally it should be stressed that this survey is likely to be of most value if regarded only as the beginning of further and, it is to be hoped, continuous monitoring of the whole vast expanding area of foreign language learning and teaching in the public education system. It is an initial attempt to establish workable techniques – not a final statement.

To my colleagues in the project I must express my personal gratitude: to Sonia Rouve, who not only drafted Chapter Three but contributed significantly to the working out of the theoretical bases, and whose informed enthusiasm and expertise were quite invaluable throughout; and to John Davidson whose experience and skill in surveying aspects of the language teaching field for the Association of Teachers of Russian were likewise so fruitfully employed in the statistical section (Appendix IV).

The Steering Committee has been a constant source of encouragement during the survey and of help in writing the report. In particular I wish to thank Professor Hawkins, notably for assistance with Chapter Three; Mr Michael Salter, whose meticulous reading of the whole text left it much improved; and Mr George Perren who, as Director of CILT, provided for the closest co-operation, contributed Appendix II, and gave expert help in the final editing of this report.

Help and co-operation have been received from very many organisations and individuals. Examining boards, universities, polytechnics and technical colleges have been of great assistance. Particular thanks are however due to the following individuals:— Mrs Mary Bianchi (University of Frankfurt), Mr David Board (Metropolitan Regional Examination Board), Mr John Day (Associated Examining Board), Dr Michael Eraut (University of Sussex), Mrs Elisabeth Ingram (University of Edinburgh), Dr Ebbe Lindell (University of Malmö), Mr Harold Otter and Dr Ann Harding (University of Cambridge Local Examinations Syndicate), Mr James Simpson (Schools Council Modern Languages Project), Miss Pamela Tyler (University of Sussex), Mr Mark Vyatyutnev (University of Moscow), Miss Ellen Williams (University of Surrey), Mr John White (Wolverhampton Polytechnic). At CILT our special thanks are due to the unfailing assistance of Rosemary White, Elizabeth Cutbush and Mira Vazir which not only made it possible to complete the report in a surprisingly short time, but rendered positively pleasant what might easily have become, in the later stages, a rather irksome task. We wish also to record our thanks to the Council for National Academic Awards and the Schools Council Modern Languages Project for permission to reproduce the materials attributed to them in Chapters Three and Four. We are very grateful to Mr. Vivian Morgan of Hanbury Tomsett for his painstaking work in seeing this survey through the press.

VAUGHAN JAMES

Centre for Educational Technology
University of Sussex

February 1973

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ABBREVIATIONS

A	answer
'A' level	Advanced Level
ATR	Association of Teachers of Russian
C	context
C2	second country, i.e. country of first foreign language
C3	third country, i.e. country of second foreign language
CAT	College of Advanced Technology
CILT	Centre for Information on Language Teaching and Research
CNAA	Council for National Academic Awards
consec.	consecutive
CSE	Certificate of Secondary Education
CSYS	Certificate of Sixth Year Studies
EB	Examinations Board
f	function
F	French
FE	Further Education
FF 1er	Français Fondamental, premier degré
FL	foreign language
FL1/FL2	first / second foreign language
G	German
GCE	General Certificate of Education
HE	Higher Education
H Grade	Higher Grade
Hons.	Honours
I	Italian
JCLA	Joint Council of Language Associations
L1	first (native) language
L.Am.	Latin America(n)
MLA	Modern Language Association
MREB	Metropolitan Regional Examinations Board
NAAF	Navy, Army, Air Force
NALA	National Association of Language Advisers
O	Oral
'O' grade	Ordinary Grade
'O' level	Ordinary Level
Q/q	question
R	Russian
REB	Regional Examinations Board
S	Spanish
S paper	Special paper
SC	Schools Council
SCCAPE	Scottish Council for Commercial, Administrative and Professional Education
SCE	Scottish Certificate of Education
SCH	schools
SCMLP	Schools Council Modern Languages Project
SCP	Survey of Curricula and Performance
S-Croat	Serbo-Croat
SEB	Schools Examination Board
SED	Scottish Education Department
simul.	simultaneous
UCL	University College, London
v	visual interpretation
w/wds	words
wpm	words per minute

GLOSSARY OF TERMS USED IN THE TEXT

articulation	the act of speaking aloud
auricular comprehension	comprehension of language perceived by ear
*context**	a field of activity or knowledge in which the language skills are practised
discrimination	the ability to distinguish sounds (auricular) and symbols (ocular)
encoding	the representation of sounds in symbols
extra-linguistic factors	factors which influence linguistic performance but which do not themselves pertain to language (see: context, function, 'v' factor)
formalisation	the formulation of concepts in appropriate linguistic categories
*function**	the application of language skills in fulfilling specific tasks, e.g. translating, interpreting
graphic composition	composition of stretches of written language
inter-language comparability	the degree to which different languages present the same problems of acquisition to native speakers of a given other language
language distance	the extent and manner in which one language differs from another
language skills	ways of understanding and using language in its spoken and written forms
macroskills	the four major language skills of auricular comprehension, ocular comprehension, oral composition and graphic composition (*q.v.*)
manifestational skill	mastery of a stage in the acquisition of language in one of the four macroskills; a sub-division of a macroskill
ocular comprehension	comprehension of language perceived by eye
oral composition	composition of stretches of spoken language
perception	the ability to perceive sounds (auricular) and symbols (ocular)
register	the totality of linguistic features associated with the use of language in a discrete area of human activity (for *non-specialist register* see Ch.II. paragraph 1.08)
semanticisation	the attaching of meaning to units of spoken or written language
scription	the act of writing (motor manifestational skill)
taxonomy	an inventory of categories (e.g. of objectives, skills etc.)
vocalisation	the formulation of appropriate sound patterns
'v' factor	the role of interpretation of visual stimuli in linguistic performance

* for lists of contexts and functions see Chapter II, Tables 5 and 6

CHAPTER ONE

THEORETICAL BASES OF THE SURVEY

1.00 *Problems of describing language performance*

In designing the form in which to conduct a Survey of Curricula and Performance in Modern Languages, the Sussex team was guided from the outset by a desire to dovetail as far as possible with the team working at the University of York on a complementary pilot project to ascertain National Requirements in Modern Languages. The objective was therefore a strictly practical one of producing a language learning 'map'; however, to arrive at such a practical outcome we had first to elaborate the theoretical bases – by no means a simple task, especially in the limited time available. In this chapter we give a brief outline of the system eventually adopted, without going into unnecessary detail. A fuller description of the principles underlying our analysis of curricula and performance will be given elsewhere.

1.01 The first stage of the survey consisted of an examination of some 150 syllabuses and schemes of language examinations, simply as a means of deciding the broad framework within which to organise our analysis. The syllabuses were subsequently divided into fairly obvious sections – Schools, Higher Education, and Further Education. Within these three sections we included the following syllabuses:

Schools:

General Certificate of Education (GCE) Ordinary (O) Level and Advanced (A) Level;
Certificate of Secondary Education (CSE) Mode I.[1]

Higher Education:

Universities other than those offering first degrees in language and literature only;[2]
Polytechnics and other institutions awarding degrees granted by the Council for National Academic Awards (CNAA).[3]

Further Education:

Civil Service Commission;
Pitman Examinations Institute;
Royal Society of Arts;
London Chamber of Commerce;
Union of Lancashire and Cheshire Institutes;
Institute of Linguists.

For Scotland we include also the following:

Schools:

Scottish Certificate of Education (SCE). Ordinary (O) Grade, Higher (H) Grade, and Certificate of Sixth Year Studies.

Further Education:

Scottish Council for Commercial, Administrative and Professional Education (SCCAPE). Junior Secretarial Certificate, Secretarial Certificate, Advanced Secretarial Certificate, Diploma for Graduate Secretaries, and the Scottish National Certificate in Business Studies.

We believe that all the major sources of language training are included in this list, though we have obviously not succeeded in taking account of every language course in a highly complicated and, perhaps, somewhat confused system of educational establishments.

1.02 Having determined which syllabuses etc. were to be surveyed, we now set out to answer the question we imagine would be put by any potential employer (or admissions officer) concerning an applicant claiming qualification in modern foreign languages from any of the bodies listed – a practical question requiring a clear and unambiguous answer: What can this applicant actually do? But this question was itself in need of amplification, especially in terms of an answer to a further question: How does one describe performance in a language? Thus a second element of the problem now confronted us; having assembled and organised the data, we now had to describe it. The evolution of a method of description occupied the second stage in the conduct of our survey.

1.03 In assembling the preliminary data we were greatly assisted by the Centre for Information on Language Teaching and Research (CILT), which not only made available its existing holdings but also obtained for us the additional information we required. Indeed, without the good offices of CILT we should not have been able to conduct the survey in the time allotted. The data considered during the survey came from a variety of sources, including the following:

Policy and information statements of examining bodies;
Examination syllabuses;
Examination papers (French, German, Italian, Russian, Spanish);

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[1] Where possible we refer also to Mode III, but since the bulk of CSE examining is in Mode I (see Tables SCH(2) in Appendix IV: statistics), we have concentrated on this mode.

[2] This section of our brief has of necessity been interpreted a little broadly. In general we have considered the work of newer universities, and one of our criteria has been that of a mandatory period of residence abroad.

[3] In some publications, based on other criteria (e.g. sources of finance), the polytechnics are listed under Further Education. For our purposes, however, this would be clearly inappropriate.

Reports of examiners;
Existing surveys and publications;
Questionnaires distributed as part of the survey.

Not the least important source, however, was consultation with teacher colleagues, both individually and via the professional associations represented in the Joint Council of Language Associations (JCLA), and we are most grateful to these colleagues – too numerous to mention individually – for all their co-operation and assistance. Examining bodies, too, were in the main extremely helpful, though it must be recorded that an air of mystery surrounds certain of the operations of some of them, who declined to divulge their system of weighting marks, their numbers of candidates, etc. Inevitably, therefore, there are gaps in the picture we have been able to draw, though we are confident that in broad outline it is truly representative. The period during which the survey was conducted was one of flux, when in many areas the school system was being reorganised and, more directly relevant, major changes in the examination system for schools were under discussion. Our brief, however, was to survey the system as it was; we have not therefore taken into consideration the projected changes, especially since we are confident that the system of analysis that we have devised should be equally applicable in any new situation.

1.04 A universal problem in description is that of terminology, since many common terms are used so inconsistently amongst examining and teaching bodies (or even within them) that they are no longer efficient. Without resorting to jargon for its own sake, we had therefore to evolve our own set of descriptors, shorn of all the accreted connotations and ambiguities which obscure the precise meaning of the more commonly used terms.[4] Inevitably this has led to the introduction of a number of unfamiliar expressions: despite a suspicion that the only totally unambiguous statement is one that is totally incomprehensible, we hope that our descriptors will, for all their possible inelegance, be both comprehensible and unambiguous.

1.05 Returning to the question posed by our imaginary prospective employer, and the consequent problem of how to describe performance in a language, we further sub-divided this question into three component parts and tried to evolve a means of replying to them. The subsidiary questions were:

In what forms can the applicant understand and use the language?
In what areas of activity can he apply his skills?
What special training has he had in applying those skills in those areas?

and the answers we have attempted to give are expressed in corresponding terms of:

Language skills;
Language contexts;
Language functions.

1.06 Before proceeding to describe these three concepts we think it wise to point out that as with the set of descriptors mentioned in paragraph 1.04 we have had to invent our own system, since no ready-made scheme was available for our purposes. We are aware that the instrument we have invented is a somewhat blunt one – capable and, no doubt, in need of much refinement. Both in elaborating and in using it we have many times become aware of a lack of scientifically validated information, and at the end of this chapter we list a number of areas in which, we feel, there is a need for further research. We therefore offer this scheme somewhat tentatively, conscious that certain details may, to some observers, seem rather arbitrarily arrived at. We have, however, attempted to be exhaustive and consistent, but at the same time economical, and where we have had to make decisions without what we ourselves consider to be satisfactory evidence, we have explained the procedure in detail, so that those who disagree may apply any corrective they feel necessary. On such points we have consulted numerous colleagues, not only in Great Britain, but in a number of other countries (including Sweden, Germany, France and the Soviet Union) and have been much encouraged by the response. As a result of criticisms, we have several times made changes in our system.

1.07 *Language skills*

In what forms can the applicant understand and use the language?

Our first index of knowledge of a language we express in terms of language skills, dividing the conventional activities of *hearing, reading, speaking, writing* into two basic categories of *comprehension* and *composition*, each sub-divided into two further categories according to the means by which the comprehension or composition is conducted – by ear (*auricular*), by eye (*ocular*), by mouth (*oral*) and by hand (*graphic*), giving us the following scheme of four language skills:

Comprehension:	1	auricular comprehension
	2	ocular comprehension
Composition:	3	oral composition
	4	graphic composition.

Since the four basic skills are capable of further sub-division in several stages we refer to them in our detailed analysis as *macroskills* or, more loosely, as skill areas. We do not suggest any hierarchy.

1.08 As mentioned in paragraph 1.04, we found it necessary to adopt such unfamiliar terminology to avoid the ambiguity and connotations of more orthodox terms. Thus *hearing*, for example, will not do since it is unclear whether it is opposed to *listening* or subsumes it; are we concerned with a process, a result, or both? Similarly, the term *receptive* has connotations of passivity which (apart from repercussions on teaching method etc. which need not concern us here) may be properly applicable to, say, recognition of lexis, but not to such a dynamic concept as that of skill.

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[4] A good example is the term *aural* when used of a language test, since despite its obvious significance of *hearing*, the test may be one of a whole variety, and an *aural comprehension* test may in practice be one of written translation!

1.09 Each test in the examination syllabuses we have examined has been analysed during the survey in terms of the skills required in completing it. However, the four macroskills outlined above were too broad for this purpose and had therefore to be sub-divided into more precise units, and this led us to the definition of such units, i.e. to the isolation of *manifestational skills* – the stages involved in the acquisition of the four skills. Since we are concerned not with a description of language as a system but an assessment of degrees of mastery of language, we prefer such units (stages of acquisition) to more orthodox categories.

1.10 Though a small number of tests do seem to require the exercise of only one linguistic skill[5], the vast majority require at least two. Replying in the foreign language to a letter in the foreign language, for example, is a test not only of graphic composition but of ocular comprehension, too: in order to reply to a letter meaningfully, the reader must understand that letter first. In our analysis, therefore, to carry out the test the candidate requires two skills; the problem that arises is one of deciding the relative importance of the two skills and, in terms of mark weighting, how much to allot to each. Several courses were open to us in such cases. Thus we could ignore the ocular comprehension element and consider the test as one of graphic composition only, having all the marks awarded so that in an extreme case a candidate who wrote a totally correct letter (from the point of view of use of language), which was not an answer to the letter he was asked to read, would receive full marks; or we could acknowledge that the comprehension was a necessary prerequisite of the composition but nevertheless award the marks only for the latter, attempting by some unspecified, subjective means to assess the extent to which deficiencies in the composition resulted from lack of comprehension; or – which was the course we chose – we could regard the test as one of both skills together. In the latter case, the marks could either be allotted equally to each skill or in some other proportion. In Appendix III, in which examples of the tests examined are listed, we give our analysis of each and the proportion of marks allotted to each component skill. It should be simply noted here that our assessment of various tests will consequently differ from that of the examining authority, so that a test listed as written may, in our analysis, be distributed over both graphic compositional and, say, ocular comprehensional skills. This, too, is a field in which there is an obvious need for further research.

1.11 Similarly, certain tests, while spanning more than one skill, will in fact test only certain elements of those skills, and it is in such cases that our more refined categories of manifestational skills become necessary. Reading a passage aloud, for example, if not followed by some investigation of the extent to which it was understood, may not necessarily involve comprehension; in terms of manifestational skills the candidate will have *perceived, discriminated* and *recognised* the symbols making up the stretch of written language but will not necessarily have proceeded to attach meaning to them (*semanticisation*); similarly, from the point of view of oral composition, the candidate will have attached sound to those symbols and spoken them (*vocalisation* and *articulation*) though the preliminary stages of *conceptualisation* and *formalisation* will have been done for him. Regarded from such a point of view, it is possible that the activity of reading aloud may well appear to test different skills from those intended by the examiner. A similar analysis may be made of, for instance, the conventional dictation test, which involves stages of auricular comprehension (perception, discrimination, recognition) and of graphic composition (formalisation, encoding, scription), i.e. which embraces elements of two macroskills but does not test the whole of either.

1.12 So far we have considered skills as operating only in the foreign language; but the same skills also operate in the native language, and in performing certain tasks the candidate will employ skills in two languages. Translation from the foreign language into English, for example, demands ocular comprehension in the foreign language and graphic composition in English (a much-repeated criticism is that translation is a better test of the latter than the former). In fact, at least at a high level it demands, we think, a third element which consists of an ability to relate the two, and this we deal with separately under *language functions.* Here we would wish to only emphasise that in such cases we have to do with tests that not only span two skills but do so across language frontiers. All that we have said above (paragraph 1.10) is equally relevant here.

1.13 The somewhat mechanical assessment and quantification of the language skills involved in carrying out certain tests outlined so far relate most closely to the sort of practical uses of language which we would expect our potential employer to require. The process does not, as we have so far presented it, take account of two other important factors in the acquisition of a second language – the functioning of the senses (sight, hearing, etc.) essential for normal language learning, and attitudinal changes that may accompany it (the 'educational effect'). Conscious of this incompleteness, we further classified the manifestational skills according to the three classes or *domains*[6] – motor, cognitive and affective – to which they relate. Our prime concern is with the cognitive domain.

1.14 On the basis of the taxonomy provided by our analysis of macro- and manifestational skills (further sub-divided into microskills) we were ready to begin the task of describing the mass of data that had been accumulated and to tackle the first question. For each examination syllabus, we set out to describe:

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[5] For example carrying out simple instructions given in the foreign language orally demands only one language skill – auricular comprehension.

[6] cf. Bloom et al., *Taxonomy of educational objectives,* Longman, 1956, to whom we are indebted. See also Ch.VII: 'The clarification of objectives' in *Teaching and learning: an introduction to new methods and resources in higher education* by N. MacKenzie, M. Eraut and H. C. Jones. UNESCO and the International Association of Universities, Paris, 1970.

the stated objectives;
the skills actually tested;
and the relationship between them.

What did the syllabus set out to test? How did it propose to test it? Did it in fact do what it set out to do? What skills could a successful candidate be said to command?[7]

1.15 Certain of the syllabuses set out their precise objectives in some detail. However, hardly any two syllabuses are couched in the same terms or, if a common terminology is used, place a common interpretation on the terms. The first use to which our taxonomy was put was therefore to translate such objectives into common terms, having recourse to the other sources of information (see paragraph 1.03) whenever ambiguities obscured the meaning. This gave us a first basis for comparing syllabuses amongst themselves.

1.16 In many syllabuses, however, no objectives are stated (e.g. GCE) or, if stated, are couched in such vague generalities as to defy further refinement. In such cases, objectives had to be inferred from the second application of the taxonomy – analysis of the skills actually tested. Each syllabus was analysed in this way; where objectives were stated, they were compared with the results of this analysis for congruence; where they did not exist, they were postulated in terms of what actually happens. In this way all the language syllabuses examined in the project are described in the same terms. To complete the description, however, we had to evolve similar principles and descriptors for the other two indices of linguistic performance that we proposed to use – *language contexts* and *language functions.*

1.17 *Language contexts*

In what areas of activity can he apply his skills?

Having assessed the language learner's command of basic skills, and elaborated a system to describe it, we had next to try to assess how much of the language he knows and to find some means of describing this. We began by considering attempts to compile inventories of linguistic items in various forms stipulated by some of the examining bodies with which we are concerned.[8] These range from lists of *lexical items* (or more commonly lists of 'words' in 'vocabularies'), *structures* (usually in fact traditional 'grammatical constructions') and *topics*[9], on the one hand, to a more sophisticated extension of the third of these in inventories of units of language derived from macro- and micro-*situations*[10], on the other. In the event we rejected each as unsuitable for our purposes, partly because it was not our object to compile language courses (where such approaches might be more relevant), partly because we felt that too little is known about the principles of compilation of such inventories, but chiefly because it seemed to us that each was more concerned with the description of language as a system than with the acquisition of language as a dynamic process, i.e. the stage in that process reached by the subject of our inquiry could not be meaningfully described by reference to such features. Instead we tried to define a category of *language contexts* – a concept in which the same classification categories may be used as in a description of topics or situations, but which places them in quite a different position in the overall scheme.

1.18 Clearly language skills are not acquired or practised in a vacuum; moreover, any meaningful stretch of language must be about something. There is thus a direct relationship between the skills a language user commands (the extent to which he has perfected them) and the language contexts in which he acquired them (the areas of knowledge and activity with which the stretches of language studied were concerned). The more the contexts, the wider the command. By listing the contexts in which the candidate is known to be able to perform, we add another dimension to our description of his performance.

1.19 At the level of terminology, we again preferred the less familiar term *context* to the more familiar *register* because of the ambiguity of the latter. In our parlance, *register* signifies the totality of linguistic features associated with the use of language in a discrete area of human activity. We are conscious of a lack of research in defining precisely what those linguistic features are (above the simple level of specialised terminology), and we are aware of the obvious fact that there must be a considerable area of overlap between registers, but we believe that a language-learner's mastery of registers is a function of his exposure to language in different contexts; such mastery is therefore best expressed in terms of the contexts in which he can apply his language skills. Hence our concept of language contexts as an index of performance; we describe how much of the language is known in terms of the contexts in which the user can operate, correlated with our quantification of his command of language skills.

1.20 In one sense, however, we also use the term *register,* and this is where we draw closest to colleagues working in the SCMLP[11]. We accept a broad distinction between specialist registers, each associated with a narrow field of activity or knowledge, and one broad non-specialist register, variously referred to as 'everyday', 'non-technical', 'straightforward' etc. To this belongs the language used by young pupils, whose experience of life hardly extends beyond home and school, and whose exposure to the target language has been severely restricted to stretches of language (dialogues, commentaries on visuals, etc.) grouped around a small number of topics. In such cases we list these topics rather than the language contexts, under the heading 'non-specialist register topics'.[12]

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[7] See paragraph 2.00 below for the format in which these questions were put.

[8] See, for example, the syllabus for Grades I-VI of the Union of Lancashire and Cheshire Institutes and certain CSE syllabuses.

[9] e.g. in the Schools Council Modern Languages Project inventories for the experimental 'O' level examinations.

[10] See the Council of Europe publication of the Committee for Out-of-School Education & Cultural Development, *Modern language learning in adult education,* Strasbourg, 1971.

[11] Schools Council Modern Languages Project.

1.21 Such a mention of non-specialist register topics occurs only in our description of elementary stages of language acquisition. In more advanced stages, involving for example the training of technical translators, a detailed knowledge of some special branch of science or technology is an influential element in linguistic performance. In such cases its presence is denoted in our analysis as the *c* (context) *factor.*

1.22 *Language functions*

What special training has he had in applying those skills in those areas?

The third dimension in our description of language performance – and perhaps the least controversial – concerns the practical use to which the potential employee has been trained to apply his skills in the contexts in which he is accustomed to working. We envisage the potential employer as wanting to know if the applicant is an expert translator, from native language to foreign, or from foreign language to native, or both. Is he an expert interpreter – consecutive or simultaneous – from native to foreign, or from foreign to native, or both? Can he quickly read through an article or correspondence and give a brief but accurate summary of the salient points in his native language, orally or in writing? Can he reply to correspondence in the foreign language? Can he handle telephone-calls from distant countries on bad lines and without seeing the speaker? These are the sorts of language use, requiring intensive and lengthy training, which are listed in our analysis as *language functions.*

1.23 Describing such functions involved us in consideration of two problems, neither very severe. The first consisted of distinguishing between, say, translation as a teaching/testing technique in courses with very general objectives, and translation as the object of specialist training leading to a professional qualification. Could the pupil or school-leaver whose language examination (such as the GCE 'O' level or perhaps the Grade I examination of the Union of Lancashire and Cheshire Institutes) included 'translation from the foreign language to English of a passage of about 250 words on a domestic theme' be said to be skilled in the art of translation? In the event we thought it quite clear that professional skill of this sort resulted only from clearly advanced training for vocational purposes, and was thus a feature of only a limited number of syllabuses in Higher and Further Education. Where such special training is present, we denote this in our analysis as the *f* (function) *factor.*

1.24 The second minor problem pertained again to terminology. A certain inconsistency of use of such terms as *interpreting* etc. necessitated clarification, though the scale was too small to merit treatment here. Our use of these terms is explained in the glossary at the end of Chapter II, in Table 6.

2.00 *A five-stage curriculum analysis model*

In the third stage of the project, each syllabus was analysed according to the principles outlined in the above paragraphs under five headings and on five forms designed for this purpose. Sample forms are given in the following pages:

Form 1 (SCP6) : Curriculum profile
This contains details of the syllabus as given in the course materials (see paragraph 1.03), plus the results of our skill analysis (sections 7, 8, 9) and comments on this aspect;

Form 2 (SCP1) : Curriculum data
On this form we have recorded statements of objectives (where given), the tests as set and indications of the linguistic content of the examinations (where stipulated as inventories etc.);

Form 3 (SCP3) : Examination structure
This form provides a schematic outline of the tests, showing times, mark weighting, division into 'papers', hurdles, grades etc. for ease of reference;

Form 4 (SCP2) : Skill profile
On this form the objectives (where stated) and tests are analysed into manifestational skills, quantified and compared, showing also the role in them of the native language and of extra-linguistic factors (v, c and f). Data from this analysis are recorded on Form 1;

Form 5 (SCP10) : Performance profile
Data on all three aspects of our description are assembled here under the headings skills, contexts and functions and summarised in one brief final paragraph: Performance Description. It is in this final paragraph that we answer the question with which the analysis began: What can this applicant actually do?

Clearly not every language syllabus will fit snugly into any such scheme; nor – as we have all too often found – is apparently simple and basic information readily available. In practice, however, and with all the reservations we have already made, we have found this five-stage model a useful tool. It has undergone several revisions during the course of this project, and we have no doubt that it would lend itself usefully to further development, particularly for application to syllabuses other than those of modern languages.

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[12] e.g. in the Institute of Linguists Preliminary examinations.

Form 1

CURRICULUM PROFILE

COURSE: DATE:

LANGUAGES: LEVEL etc.:

A.	1. educational level :	school / higher education / further education elementary / intermediate / advanced
	2. target student :	type of institution:— age-group:— previous experience:— motivation:—
	3. type and duration of study :	full-time / sandwich / self-instruction duration years
B.	4. objectives :	(a) *terms in which stated* social / functional / linguistic (b) *restated in survey descriptors*
	5. contents :	general description / detailed inventory
C.	6. testing data :	(a) *examination scheme* tests / times / values / grades (b) *mark scheme* hurdles / quotas
	7. proportions of skills tested :	

	FL		L1	
auricular :		/		%
ocular :		/		%
oral :		/		%
graphic :		/		%
total :		/		%

8. To what extent do the tests measure what they set out to do?

9. Are the tests congruent with the objectives?

D. COMMENTS:

checked ☐

SCP 6

Form 2

CURRICULUM DATA

COURSE: DATE:

LANGUAGES: LEVEL etc.:

OBJECTIVES

TESTS

CONTENTS

Form 3

EXAMINATION STRUCTURE

COURSE: DATE:

LANGUAGES: LEVEL etc.:

time: ____________

marks: ____________

____

____

____

____

____

____

____

____

checked ☐

SCP 3

Form 4

COURSE:

DATE:

LANGUAGE:

LEVEL:

		SKILL PROFILE foreign language (FL)	
Objectives as stated	tests summary	Manifestational Skills	Tests
		1. AURICULAR Perception discrimination recognition semanticisation acknowledgement internalisation 2. OCULAR perception discrimination recognition semanticisation acknowledgement internalisation 3. ORAL thinking conceptualisation formalisation vocalisation articulation 4. GRAPHIC thinking conceptualisation formalisation encoding scription	
		native language (L1) and extra-linguistic factors	
checked ☐			SCP2/2

Form 5

COURSE: DATE:

LANGUAGES: LEVEL:

PERFORMANCE PROFILE

1. LANGUAGE SKILLS

(a)

	auricular	ocular	oral	graphic
% skills : FL				
L1				

(b)

factors : v				
c				
f				

(d) non-specialist register topics (where stated)

2. LANGUAGE CONTEXTS 'c'

3. LANGUAGE FUNCTIONS 'f'

PERFORMANCE DESCRIPTION

checked ☐

SCP 10

3.00 *Need for further research*

In developing our own techniques of analysis and description we were often conscious of a lack of firm evidence and the consequent need for research. Not only is an adequate taxonomy of language teaching objectives lacking, but there seems to be too little known about the precise stages of learning a second language. Hence the tentative nature of our own suggested manifestational skills. We realise too, despite the convenience of assuming that there are four separable basic skills (which we call auricular and ocular comprehension, oral and graphic composition), that in practice almost any significant linguistic activity involves using more than one of them at the same time, sometimes indeed in different languages (see paragraphs 1.10, 1.11, 1.12 above). The relationship and interaction of these assumed four skills are comparatively unexplored although of exceptional importance to the design of an effective language syllabus.

3.01 *Language distance*[13]

We were struck by the tendency of examining authorities when describing learning objectives to assume that all five languages (French, German, Italian, Russian and Spanish) could be regarded as similar. In fact different languages would appear to present quite different learning problems to English-speakers. There are obviously varying degrees of difference in structure, phonology and lexis as compared with English: less obviously there are differences in the learners' cultural familiarity with, and social or psychological attitudes towards, different languages. It is not simply a question of some languages being 'easier' to learn than others, it is much more one of some languages presenting entirely different learning tasks. It might also be added that there are often significant differences in the balance of skills at the command of the teachers of different languages. Discussion of the general comparability of standards of achievement required in various languages seems often to be confined to such crude notions as the numbers of 'words' to be learned, or whether the subjunctive should be taught and tested at 'O' level. There has been a noticeable lack of serious attempts to assess objectively not only the relative difficulty for English speakers of learning various languages, but more usefully perhaps, which particular skills in the five languages learners should be expected to acquire at different stages of learning.

3.02 *Interpretation of visuals (v factor)*

The relationship between visual stimuli and linguistic expression remains comparatively unexplored. However, often as a reaction to the over-use of translation as a testing technique, the use of visual stimuli in examinations and tests is increasing. It would appear that in interpreting the meaning of a picture social, regional, cultural and aesthetic factors all play an important part and must affect any linguistic response. It is possible too that adult conventions of draughtsmanship and representation may sometimes change more rapidly to suit adult fashions than is acceptable to children.[14]

3.03 *Aptitude for language learning*

Although we believe that, given suitable conditions, almost anyone can learn a certain amount of certain registers of foreign languages, we also believe that some people do this more easily than others. In discussions during the survey it was suggested to us that it would be valuable if examinations could indicate not only what had already been learned, but the candidate's aptitude for learning more. While we must be careful not to confuse the aims of achievement and aptitude testing, it seems that some examinations are assumed to predict future success in language studies as well as past performance (e.g. 'A' level for university work) although only in a very general way. From the material analysed we were unable to isolate any specific predictive factor. The use of language aptitude tests is, however, worth clarifying, and is discussed in Appendix II.

3.04 *Transferability of language skills*

Objections to the use of the native language when teaching a foreign language, and at the same time the over-use of translation in both teaching and testing, have led to neglect of important aspects of the relationship between a learner's performance in mother tongue and taught language. Clearly some people are more articulate (in the popular sense) in their mother tongue than others; some write better than they talk; in their native language they command some skills much better than others. Except in extreme cases of language-shift, we think it unlikely that someone who is inarticulate in his own language will be more articulate in a foreign language or, if he writes poor English, will write polished French.[15] The correlation of language skills across linguistic frontiers is not always taken into account in some of the highly structured language-teaching courses now used. If standardised levels of attainment in all skills are required of all learners, a student may not only suffer from an attempt to coerce him to perform skills in a foreign language at a level he cannot attain in his own, but lose the opportunity to develop in the foreign language the very abilities he has already demonstrated in his own.

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[13] See W. M. Mackey, *La distance interlinguistique,* Université Laval, Quebec, 1971, and the same author's 'Concept categories as measures of cultural distance' in *Man, language and society,* ed. S. K. Ghosh, Mouton, The Hague, 1972.

[14] Consider for example, the changes in the styles of illustration employed in children's books (produced for adult buyers) but the intense loyalty to traditional styles of illustration in comics shown by all kinds of children when free to buy for themselves.

[15] This principle does not of course apply when there is a deliberate language shift (Conrad wrote better English than Polish, for example) nor where a foreign language is used as the principal medium of education. In Britain, however, at the levels we are concerned with, we think students' performance is likely to remain much better in English than in a foreign language.

CHAPTER TWO

FURTHER EDUCATION

1.00 *Theory into practice*

1.01 In the first chapter the system of analysis adopted in the survey was outlined; in this chapter the techniques of that system are applied to syllabuses of Further Education (FE). It is, of course, in this sector of the education system that special attention is given to the vocational aspect of language courses; indeed, it is to candidates receiving qualifications in the courses dealt with in this chapter that our notional employer may look first for his linguists.

1.02 A recurrent adjective in the regulations governing the syllabuses analysed below is *practical*: candidates are frequently required to demonstrate their *practical command* of the language. Therefore it seems wise at this point to recommend a precise definition of this term. In essence it is simply the opposite of theoretical, so that a candidate with a practical command of the language is one who can apply his knowledge in carrying out what have been called language functions, whereas a candidate with a theoretical knowledge has access to the language at various levels but has no training in applying his skills. Such a definition is different from what seems to be implied in certain of the syllabuses examined, where a practical command of language quite certainly means ability to apply knowledge in a context other than that of literature. In survey parlance, however, literature (or more precisely the study of literature) is simply a language context like any other, and *practical* pertains to the ability to apply language skills, regardless of context.

1.03 Nevertheless, it is clearly in contexts other than literature that the linguist will have to operate if he is to work in industry or commerce, and these are the fields toward which most of the FE courses are aimed (cf. Chapter Four, CNAA courses). In effect, therefore, this chapter deals with the provision of linguists for industry and commerce, particularly the latter. It contains a detailed analysis of some 40 modern language syllabuses for seven bodies covering a considerable range. They are:

Civil Service Commission
Pitman Examinations Institute
Royal Society of Arts
London Chamber of Commerce
Union of Lancashire & Cheshire Institutes
Institute of Linguists
Scottish Council for Commercial, Administrative and
Professional Education (SCCAPE)

Also surveyed were language syllabuses of certain other bodies including the Northern Counties Technical Examinations Council, the Yorkshire Council for Further Education, East Midland Educational Union and those of Ordinary and Higher National Diplomas in Business Studies.

Table 1

Further Education (FE) syllabuses analysed

The following syllabuses are analysed in this chapter. They are referred to in the text by the index numbers given in this table.

INDEX NUMBER	LEVEL	LANGUAGE(S)
	CIVIL SERVICE COMMISSION	
FE1	Home Office/Customs & Excise Officers/Metropolitan Police	FGIRS
FE2	Department of Trade & Industry/Department of Employment	FGIRS
FE3	Diplomatic Service: Lower Standard R	R
FE4	Lower Standard FGI S	FGI S
FE5	Intermediate Standard FGIRS	FGIRS
FE6	Higher Standard	FG RS
FE7	Ministry of Defence: Civil Hydrography Officers (Navy)	R
FE8	Linguist (NAAF)	FGIRS
FE9	Interpreter (NAAF)	FGIRS
	PITMAN EXAMINATIONS INSTITUTE	
FE10	Elementary	FG S
FE11	Intermediate	FG S
FE12	Advanced	FG S
	ROYAL SOCIETY OF ARTS	
FE13	Single Subject Examinations: Stage I Elementary	FGIRS
FE14	Stage II Intermediate	FGIRS
FE15	Stage III Advanced	FGIRS
FE16	Certificate for Secretarial Linguists	FG S
FE17	Diploma for Bilingual Secretaries	FG S
FE18	Spoken Foreign Languages (Elementary)	FGI S

Table 1 (contd.)

Further Education (FE) syllabuses analysed

INDEX NUMBER	LEVEL	LANGUAGE(S)
	LONDON CHAMBER OF COMMERCE	
FE19	Foreign Languages: Elementary	FG S
FE20	Intermediate	FG S
FE21	Higher	FG S
FE22	Foreign Languages for Industry & Commerce: Elementary	FGIRS
FE23	Intermediate	FGIRS
FE24	Advanced	FGIRS
	UNION OF LANCASHIRE & CHESHIRE INSTITUTES	
FE25	Foreign Languages: Grade I	FGIRS
FE26	Grade II	FGIRS
FE27	Grade III	FGIRS
FE28	Grade IV	FGIRS
FE29	Grade V	FGIRS
FE30	Grade VI	FGIRS
	INSTITUTE OF LINGUISTS	
FE31	Preliminary Certificate	FGIRS
FE32	Grade I Certificate	FGIRS
FE33	Grade II Certificate	FGIRS
FE34	Intermediate Diploma	FGIRS
FE35	Final Diploma	FGIRS
	SCOTTISH COUNCIL FOR COMMERCIAL, ADMINISTRATIVE AND PROFESSIONAL EDUCATION (SCCAPE)	
FE36	Junior Secretarial Certificate: Stage I	FGIRS
FE37	Secretarial Certificate: Stage II	FGIRS
FE38	Advanced Secretarial Certificate: Stage III	FGIRS
FE39	Diploma for Graduate Secretaries	FGIRS
FE40	Scottish National Certificate in Business Studies	FGIRS

1.04 In accordance with the scheme outlined in Chapter One, we begin the analysis with an examination of *objectives*, where these are stated, translating them into common terms of skills, contexts and functions. This is in itself a major task, as the following random list of expressions from various syllabuses will illustrate:

> ' – ordinary, everyday style / fairly elementary / everyday use / straightforward passage / fairly straightforward / a piece of easy dialogue / an easy prose passage / reasonable fluency / moderate speed / common words – '

The problem posed by such terms is that although they may well be meaningful within the narrow confines of the body in whose syllabus they occur (a claim equally difficult to prove or disprove), they are too subjective and ambiguous to be used as reliable indices between bodies: what is 'reasonable' to one man may be 'easy' to another; a speed that is 'moderate' to one ear may be 'fast' to another; the term 'straightforward' is itself imprecise, and 'fairly straightforward' borders on the meaningless . . . In our re-statements of objectives in *survey descriptors* we restrict ourselves to listing the skills in order of prominence and allow the contexts and functions to indicate the parameters within which these skills are to be practised.

1.05 A feature of language syllabuses in general (though this is perhaps less true in FE than in the other fields) is the absence of any declared objectives. Indeed, certain bodies, such as GCE Examining Boards, state quite simply that the objectives must be deduced from analysis of the tests. We have therefore proceeded on this basis, and from analysis of the *tests as set* we provide postulated objectives, phrased again in survey descriptors. Where objectives are in fact stated in the syllabuses, comparison with postulated objectives throws light on the degree to which they are congruent, i.e. the extent to which the tests as set provide efficient means of measuring achievement of the objectives as stated.

1.06 In an ideal syllabus, it might be thought, the objectives as stated would coincide exactly with the objectives as postulated from the scheme of tests. In fact this is often not the case, sometimes for surprising reasons. Thus, although the obvious cause of lack of congruence is a defect in the system of tests, we have in fact several times concluded that the real reason lies in the fact that the original objectives were either improperly formulated or unrealistic, or both.

1.07 The final product of our analysis is, of course, an answer to the question with which we began, when we envisaged an employer faced with an applicant possessing a language qualification from one of the bodies surveyed: *What can this applicant actually do?* We have called our answer a ***performance description*** and couched it (unlike our statements of objectives etc.) in terms more orthodox than our descriptors, though making use of certain abbreviations (FL=foreign language, L1 = native (first) language; C2 = country of the second language) and the expression *non-specialist register*.

1.08 The notion of a *non-specialist register* is admittedly a controversial one which, if taken to its 'logical conclusion' (i.e. a good deal further than its inventors ever intended), may be made to mean diametrically opposite things. In one view, it embraces every item of language, since it is highly unlikely that any linguistic item may be assigned exclusively to any special context and therefore expelled from the non-specialist category. Alternatively, it in fact embraces nothing, since it is possible to assign almost every linguistic item to some special context or other; the non-specialist portmanteau is, as it were, emptied of all its contents. Both points of view stem, we believe, from the same false premises, an inventory-oriented view of language as a mass of units which may be arranged in a variety of patterns according to the wishes of the user. In our view, however, language in the sense with which we are concerned does not exist except in use, and this use is a function of the context in which it takes place. Language contexts are conditioned by a series of non linguistic factors, some of which may be highly specialised. If they are not, they belong to the non-specialist category. What is general is that which is not particular; to the non-specialist register belong all uses of language not peculiar at a given moment to any specialised context.

1.09 It is necessary to describe in a little more detail the relationship of non-specialist register with *language contexts*. In a sense, every language context is latent in the non-specialist register, where it exists at a superficial level, but achieves independent status as a context only as the result of special study, providing the necessary coherence and depth. Being able to answer simple questions about pavement cafes or French eating habits may come from topics in the non-specialist register; the study of French cuisine may provide a new context. Knowing that Paris is the capital of France, or that it is situated on the Seine, is background knowledge; it is not 'geography'. (Knowledge of the precise location on the Riviera of Brigitte Bardot's villa – demanded in one CSE syllabus – is perhaps outside the scope of our analysis.) Background knowledge is, in fact, what it says – the background to something else; the subject of a language context must, at least for part of a course, occupy the foreground. Thus acquisition of 'some background knowledge of the country' (FE37) is quite a different matter from, say, study in depth (even 'reasonable depth') of 'the geographical, commercial and social aspects of the country concerned' (FE39), and the fact that a recognised subject or discipline is mentioned in a statement of objectives is certainly no guarantee that it will be mentioned in a performance description as a language context.

1.10 Just as non-specialist register topics differ from language contexts, so certain types of language exercise used as tests in elementary courses will differ from *language functions*. An obvious example, quoted earlier, is translation. This figures as a form of test (either FL – L1 or L1 – FL) in three out of every four syllabuses. But to assume that the successful candidate may therefore be described as 'translator' is clearly ludicrous. Ability to apply language skills in translation as a function is the result of expert training, not the spin-off of demonstrating knowledge of lexis, syntax and morphology by translating 'an easy prose passage' as part of a language examination. Thus translation FL – L1 figures in no less than 30 of the syllabuses we have analysed; as a function it occurs only in eight.

1.11 Individual analysis of the 40 syllabuses under the headings indicated in the preceding paragraphs made it possible, on completion, to make certain statements concerning the FE field as a whole. The first of these has been called an Application Table (Table 2), since it illustrates the degree to which the language skills of successful candidates in the various examinations are applied, in the terms of the survey, and hence enables us to compare the syllabuses. The entries in the table are listed under the following headings:

FE no. / % of FL skills / % of L1 skills / no. of tests / tests requiring factors v, c, f / contexts / functions

with a final column – application rating expressed as a number. This is the sum of the previous two – contexts and functions – and ranges, for the syllabuses examined, from 0 to 15. The other columns show at a glance where the emphasis of each course is placed, and provide evidence on which some of the decisions concerning contexts and functions, discussed in paragraphs 1.09 and 1.10 were made. Any syllabus, analysed in the same way, may be compared by insertion in this Application Table.

1.12 In Table 3 the courses are arranged in order of *applicability*, according to their application ratings, from most to least. Here it should be noted that some 20 syllabuses (approximately half the number surveyed) have an application rating of zero. This should be understood as indicating that they are courses which concentrate on developing language skills but do not yet attempt to apply them in special contexts or functions.

1.13 Table 4 follows the same pattern but lists the numbers of successful candidates for each rating at the 1971 examinations. Table 5 lists the language *contexts* and courses in which they occur, and Table 6 serves a dual purpose, giving our definition of the various *functions* listed, together with the FE numbers of the courses in which they are to be found.

2.00 *General features of the syllabuses*

2.01 In some respects the Civil Service Commission falls into a special category in our catalogue since its examinations are either designed as selection devices or to enable serving officers to qualify for financial allowances, promotions etc.; they do not, by and large, equip potential employees for business and industry. However, the syllabuses scan a wide range (from 0 to 11 in the Application Table) and illustrate many of the points discussed above, and it has therefore been thought useful to include them. Thus in the statement of objectives, it is a little surprising to find that a syllabus designed to check whether Customs and Excise Officers or Metropolitan Policemen have 'sufficient knowledge of the language to deal with foreigners visiting this country' (FE1) should so neglect auricular comprehension (a mere 12%) in favour of ocular (no less than 38%). Such stipulations as:

'. . . the standard is that which should be attained after 12 months residence in the foreign country (during which time they have studied for about 10 hours per week and used the language in the course of their duties . . .)' (FE3), while at first glance precise and detailed, are in fact loaded with the vaguest of terms; the aim of FE7 – Civil Hydrography Officers – is work in a highly specialised context, but all the tests fall into the non-specialised register, etc. In several ways, however, some of the syllabuses are models of excellence, as the high degree of congruence of objectives and performance description testifies.

2.02 The Pitman Examinations Institute offers examinations in FGS at three levels, and in 1971 had a total output of more than 1,000, though only 208 in courses with an application rating above zero. The regulations state quite clearly that: 'Knowledge of another language involves the ability to do four different things: 1. to speak it; 2. to understand the spoken word; 3. to write it; 4. to understand the written word . . .' – placing the compositional skill first in each pair. However, the regulations continue: 'In these examinations it is not possible to test the first, but the questions set are designed to assess the candidate's skill in the other three.' The mark weighting for the tests is not divulged; in our calculation almost 60% is devoted to graphic composition in FE10 (Elementary) and FE12 (Advanced), though in FE11 we obtained a more balanced result. Entry numbers indicate a trend repeated elsewhere – a fall in French and a rise in German, but they also show a decrease in Spanish, which is not according to the general pattern in Further Education.

2.03 The Royal Society of Arts holds a number of single subject examinations, some of which may also test component parts of grouped courses. The series FE13-15 constitutes a steady progression, just entering the application table in the Advanced Stage, FE15. The distribution of skills is well balanced, and a general 'background knowledge' in Stage II (FE14) is logically developed in Stage III (FE15) and branched to a choice of contexts – current affairs (general) or industry and commerce (commercial). The 1971 output totalled 1,681, though almost two-thirds of these were in Stage I only. The trend over the years examined is for a big drop in entry for FGIR, but a rise in Spanish. In Stages II and III Russian is not offered.

At a much more demanding level is the Certificate for Secretarial Linguists (FE16) – mostly taken in French – and the Diploma for Bilingual Secretaries (FE17), with application ratings of 5 and 9 respectively. Each is offered in FGS only; endorsements are possible for shorthand/dictation in the foreign language.

The 'spoken foreign languages' syllabus (FE18) is designed to serve the interests of potential tourists.

2.04 The London Chamber of Commerce offers two series of examinations, one with both oral and written components (FE19 – written only; FE20 and FE21 – written and oral), and the other with only oral tests (FE22-24). Each is a logically sequenced progression, with application ratings of 0–0–3 and 0–2–5 respectively. For the first series the objectives are expressed (if at all) in terms of grammar, and the tests are extremely heavily weighted toward graphic composition. For the second series the objectives are given at some length, though not without ambiguity, and the scheme of tests is well balanced. Entry figures for the first series show an overall decrease, with a steep drop in French and German but an equally great rise in Spanish; this pattern is repeated, though less sharply, in the second series.

2.05 The Union of Lancashire and Cheshire Institutes has a series of six Grades for all five languages (FE25-30), though for the years examined the later grades had few, if any, candidates. The syllabus is set out in some detail in terms of inventories of 'grammar with particular reference to syntax' (e.g. 'the apocopation of adjectives') and the addition of background books at Grades V and VI. The books for France are of the general tourist interest type; for Germany – official information-office type publicity materials; for Spain – one anthology of a general nature and one explicitly geographical in bias; for Italy – one general book and one conceptually extremely difficult twentieth-century play; for Russia (not the Soviet Union) – two adventure stories written in the post-Napoleonic era. The Board, according to the Foreword of its *Modern languages* booklet, 'is interested in promoting a lively approach to the teaching of foreign languages'; tests in early grades include gap-filling, 'turning into the past tense' etc., and writing compositions on 'The Capital of Northern England' or the characteristics of the southern Englishman. Grades V and VI enter the Application Table with ratings of 3 and 4 respectively but – in the years surveyed – no candidates. Successful candidates in 1971 (all grades) totalled 766, of whom 482 were in Grade I.

2.06 The Institute of Linguists syllabus offers five highly sophisticated schemes (FE31-35) ranging from a preliminary course for beginners to an examination for Membership of the Institute, with ratings of 11 (technical translation and special subject options) to 15 (interpreter option). Objectives are described with a degree of clarity hardly rivalled, though still not without ambiguity and imprecision. The introduction of a new syllabus in 1970 makes it difficult to establish trends, but a subsequent increase in entry in the early stages augurs well. One result of the new syllabus seems to have been some instability in pass-rate. The total number of successful candidates in 1971 was 1,399 – o whom 48 were in FE35, which has the highest rating of all the syllabuses surveyed.

2.07 The Scottish Council for Commercial, Administrative and Professional Education has a triple series of tests for the Secretarial Certificate (FE36-38), nicely structured, the third of which (Advanced) has an application rating of 4, as does FE39 – the Diploma for Graduate Secretaries. FE38 also serves as the language component for the Scottish National Certificate in Business Studies (FE40). The objectives of each course are clearly stated, though again not without some unnecessary ambiguities (e.g. 'reasonable fluency', FE37) and analysis of the tests as set shows an unusually logical and balanced progression.

2.08 The Northern Counties Technical Examinations Council (Newcastle-upon-Tyne) holds two series of examinations similar to those of the London Chamber of Commerce – one with both written and oral components and the other 'wholly oral'. The first series is offered for FGIRS; the second does not include Russian. (Both syllabuses include Dutch, Swedish and Norwegian.) No objectives are stated, but inventories of types of lexis and grammar are given, not without such idiosyncrasies as the express exclusion of the (almost non-existent) subjunctive in Russian. The catchment area is small, showing the local nature of the scheme, with a maximum of nine centres in the years examined (1970, 1971) and an average of only three. Pass numbers in 1971 (all Grades) were:

written and oral: F-48 G-89 I-25 R-6 S-45 : 213
wholly oral: F- 3 G-24 I- 0 R-0 S -7 : 34

Compared with the previous year, both series show a similar pattern of decreased overall entry. All the syllabuses fall into the zero grade (elementary courses) of the Application Table.

2.09 The Yorkshire Council for Further Education syllabus for the Certificate in Office Studies contains a minor foreign language element (FGI S), well planned and described in the handbook, stating its desire to encourage 'understanding . . . speaking . . . reading . . . writing . . .' in that order, in 'language that the ordinary people use in everyday situations'. Prime objectives are to enable candidates 'to write a letter (personal and commercial) and grasp the meaning of articles in newspapers and magazines . . .' Tests consist of reading and conversation in FL, dictation, comprehension (questions and answers in L1 on a printed passage in FL), and composition. No mark weighting is given, but a high degree of congruence between objectives as stated and performance seems likely. The syllabuses fall into the zero grade of the Application Table. In 1972 there was an examination in Spanish only, with 25 candidates and 19 passes.

2.10 The East Midland Educational Union offers beginners' courses in unspecified foreign languages 'for adults and young adults who wish to learn a foreign language with a view to travel or holiday or, perhaps, for general interest' (cf. Royal Society of Arts 'spoken foreign languages' syllabus). A series of tests are held, leading to the award of a regional certificate and 'moving away from the traditional tests based on grammar/translation exercises'. Two Stages are offered, with tests of reading and conversation, and discussion of a visual. In its modest framework, the syllabus is carefully designed.

2.11 The Ordinary National Diploma (OND) and Higher National Diploma (HND) in Business Studies have been awarded since 1963 in five-subject courses, of which one or two may be languages. According to the document 'Guide M/L', issued by the Joint Committee for National Awards in Business Studies in 1966, they were designed to meet the need for 'a practical command of the modern idiom together with a background knowledge of the country'. Oral work is seen to be the desirable basis, and 'the importance of reading cannot be overstressed'. However, 'students, in employment, are hardly likely to be called upon to translate into the foreign language, or compose reports or even to write letters. . .' The examinations are all Mode III (external moderation of an internal examination) and vary considerably. No stipulations are made concerning the format and content of the written section, weighted at 60%, but for the 'oral/aural' the recommended structure is: dictation (8%); aural comprehension (written L1 précis of spoken FL text, 12%); conversation (20%). Typical papers scrutinised indicate a basic pattern of translation FL--L1--FL, and FL composition (cf. GCE 'O' level) at OND, with the addition of précis (FL or L1) and background questions (L1) at HND. Syllabuses range from the stereotyped to the imaginative and innovatory: in some schemes all the tests are in the non-specialist register, in others a specialist context is required; in some examinations the use of dictionaries is allowed, in others it is expressly forbidden; some schemes include interpreting, others do not. OND courses have a zero application rating; some HND syllabuses examined would have a rating of 3 or 4 (translation FL--L1--FL, possibly with summarising in a business/commerce context), others would not. The entry figures for 1969 were: OND F-448 G-73 I-9 R-6 S-72 / HND F-211 G-95 I-5 R-3 S-61; these have risen steadily in successive years and the examinations are sometimes quoted as entry qualifications for CNAA courses (see Chapter IV, paragraph 2.03).

3.00 *Analyses of FE syllabuses*

(1) CIVIL SERVICE COMMISSION

Annual output — *Successful candidates in 1971*

In the 1971 examinations the following candidates were successful:

		F	G	I	R	S	total
	Language Allowances						
FE1	Home Office	199	56	40	8	59	362
	Customs & Excise Officers	29	4	3	0	4	40
	Metropolitan Police	4	3	2	0	1	10
FE2	Department of Trade & Industry	0	0	0	0	0	0
	Department of Employment	0	0	0	0	0	0
	Diplomatic Service						
FE3	Lower Standard R	–	–	–	6	–	6
FE4	Lower Standard FGI S	26	6	16	–	12	60
FE5	Intermediate Standard	32	16	11	7	32	98
FE6	Higher Standard	17	9	–	5	9	40

		Successful candidates in 1971					
		F	G	I	R	S	total
	Ministry of Defence						
FE7	Civil Hydrography Officers R	–	–	–	0	–	0
FE8	Linguist (NAAF)*	19	29	1	7	4	60
FE9	Interpreter (NAAF)	21	13	2	16	4	56
		347	136	75	49	125	732

Over the period 1961-1971 the figures show an overall increase in all languages for FE1-6, but very small absolute totals for all except FE1 French, and very little movement in Russian. For FE7-9 (NAAF) the annual provision has fallen greatly.

FE1 (F-232 G-63 I-45 R-8 S-64 : 412)

(1.15)**i. Objectives

as stated : 'To qualify for a language allowance, candidates must show sufficient knowledge of the language to deal with foreigners visiting this country.'

in survey descriptors: elementary performance in all 4 skills within the context of the candidate's employment.

ii. Tests as set

written : 1,2 – translation FL--L1, 1½ hrs., 100 marks

oral : 2,3 – reading aloud in FL / general conversation on topics related to employment, 15 mins., 100 marks

hurdle : pass mark 60%, with minimum of 40% in each part

(1.09) iii. Language skills

FL – 75% : 37½% ocular comprehension / 25% oral composition / 12½% auricular comprehension

L1 – 25% : 25% graphic composition

(1.18) iv. Language contexts

Candidate's employment

(1.22) v. Language functions

nil

vi. Performance description

The candidate has an elementary ability to read, understand native speech at normal speed, and make himself understood in speech to a native within the context of his own employment only.

FE2 (No candidates in 1971)

(1.15) i. Objectives

as stated : '. . . officers who are required in the course of their work to undertake fairly straightforward translation into English.'

in survey descriptors : ocular comprehension of FL, with specialised training in translation FL--L1 in non-specialist register.

ii. Tests as set

written : 1,2 – translation FL--L1, 1½ hrs., 60 marks
3 – translation L1--FL, 1 hr., 40 marks

hurdle : pass mark 60%, with minimum of 40% in 1,2

(1.09) iii. Language skills

FL – 50% : 30% ocular comprehension / 20% graphic composition

L1 – 50% : 20% ocular comprehension / 30% graphic composition

(1.18) iv. Language contexts

nil

(1.22) v. Language functions

Translation FL--L1

vi. Performance description

The candidate has an elementary ability to translate passages in non-specialist register from FL--L1.

FE3 (R-6)

(1.15) i. Objectives

as stated : 'The standard is that which should be attained after 12 months residence in the foreign country (during which time they have studied for about 10 hours per week and used the language in the course of their duties).'

in survey descriptors : command of all 4 skills in non-specialist register, and within context of Diplomatic Service work.

contd. on following page

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* NAAF = Navy, Army, and Air Force

** Numbers in brackets refer to paragraphs in Chapter One.

ii. Tests as set
written : 1,2 translation FL--L1, 1½ hrs., 100 marks
oral : 3,4 – conversation in FL on general topics / reading aloud, 15 mins., 100 marks
hurdle : pass mark 60% with a minimum of 40% in each part

(1.09) iii. Language skills
FL – 75% : 37½% ocular comprehension / 25% oral composition / 12½% auricular comprehension
L1 – 25% : 25% graphic composition

(1.18) iv. Language contexts
Diplomatic Service work

(1.22) v. Language functions
nil

vi. Performance description
The candidate can read, understand native speech at fast speed, and make himself understood in speech in a non-specialist register and within the context of his own work.

FE4 (F-26 G-6 I-16 S-12 : 60)

(1.15) i. Objectives
as stated : i. 'Candidates are expected to be able to converse with reasonable fluency and accuracy on general topics.'
ii. cf. FE3
in survey descriptors : command of all 4 skills, especially oral composition, in non-specialist register and within the context of Diplomatic Service work.

ii. Tests as set translation L1--FL, 1 hr., 40 marks
written : 1,2 – translation FL--L1, 1½ hrs., 60 marks
oral : 3,4 – general conversation / reading aloud in FL, 15 mins., 100 marks
hurdle : pass mark 60%, with minimum of 40% in each part

(1.09) iii. Language skills
FL – 75% : 27½% ocular comprehension / 25% oral composition / 12½% auricular comprehension / 10% graphic composition
L1 – 25% : 15% graphic composition / 10% ocular comprehension

(1.18) iv. Language contexts
Diplomatic Service work

(1.22) v. Language functions
nil

vi. Performance description
The candidate can read and speak the FL, understand native speech at fast speed and make himself understood in writing in non-specialist register and within the context of his own work.

FE5 (F-32 G-16 I-11 R-7 S-32 : 98)

(1.15) i. Objectives
as stated : i. cf. FE4 (i)
ii. '. . . standard which should be attained by a Diplomatic Service officer (with a general background of university level) after 12 months serious study (spent if possible in the foreign country) during which time he has devoted 10-14 hours a week to the formal study of the language, apart from the opportunity of using it in his official and social contacts with the public.'

in survey descriptors : command of all 4 skills in non-specialist register and formal contexts of Diplomatic Service work.

ii. Tests as set
written : 1,2 – translation FL--L1, 2 hrs., 70 marks
3 – translation L1--FL, 1 hr., 30 marks
oral : 4 – dictation in FL, 20 mins., 20 marks
5 – reading aloud in FL and comprehension, 5 mins., 20 marks
6 – conversation, 15 mins., 60 marks
hurdle : pass mark 60% (R) / 70% (FGI S), with minimum of 40% in each part

(1.09) iii. Language skills
FL – 75% : 22½% ocular comprehension / 20% auricular comprehension / 20% oral composition / 12½% graphic composition
L1 – 25% : 17½% graphic composition / 7½% ocular comprehension

(1.18) iv. Language contexts
Diplomatic Service work

(1.22) v. Language functions
nil

vi. Performance description
The candidate can read, understand the FL spoken fast by a native speaker, face to face or by telephone, speak and write concerning non-specialist topics of life in the foreign country and within the context of his own Diplomatic Service work.

FE6 (F-17 G-9 R-5 S-9 : 40)

(1.15) i. **Objectives**
as stated : 'Candidates will be required to show a thorough command of the language of the same order as that required for a university honours degree, but with stress on the practical use of the language of today.'

in survey descriptors : command of all 4 skills in non-specialist register and social science contexts, with functional training.

ii. **Tests as set**
written : 1 – translation (3/4 passages) FL--L1, 2 hrs., 40 marks
2 – translation (2/3 passages) L1--FL, 2hrs., 40 marks
3 – essay in FL (local topic), 2 hrs., 20 marks
oral : 4 – general conversation, 10 mins., 50 marks
5 – consecutive interpreting L1--FL, 10 mins., 25 marks
6 – consecutive interpreting FL--L1, 10 mins., 25 marks
pass mark : 80%

(1.09) iii. **Language skills**
FL – 67% : 20% graphic composition / 18½% auricular comprehension / 18½% oral composition / 10% ocular comprehension
L1 – 33% : 10% ocular comprehension / 10% graphic composition / 6½% auricular comprehension / 6½% oral composition

(1.18) iv. **Language contexts**
Diplomatic Service work
Social science contexts (sociology / economics / politics)

(1.22) v. **Language functions**
translation FL--L1 / translation L1--FL
consecutive interpreting FL--L1 / L1--FL

Performance description
The candidate can understand the FL in speech and writing, and can himself speak and write it in a non-specialist register, in social science contexts and within the context of his own work. He is also a skilled translator and interpreter, from and into the foreign language in the same contexts.

FE7 (No candidates in 1971)

(1.15) i. **Objectives**
as stated : 'These officers require a reading knowledge of certain languages . . . for the study of maps in their work at the Hydrography Department of the Ministry of Defence.'

in survey descriptors : ocular comprehension in specialist context of hydrographic map-reading.

ii. **Tests as set**
written : translation (2 passages) FL--L1, 1½ hrs., 100 marks

(1.09) iii. **Language skills**
FL – 50% : ocular comprehension
L1 – 50% : graphic composition

(1.18) iv. **Language contexts**
nil

(1.22) v. **Language functions**
nil

vi. **Performance description**
The candidate is able to read elementary passages in non-specialist register.

FE8 (F-19 G-29 I-1 R-7 S-4 : 60)

(1.15) i. **Objectives**
as stated : 'Candidates will be expected to talk with reasonable fluency and accuracy on general and Service topics.'

in survey descriptors : command of all 4 skills, in non-specialist register, Service contexts and current affairs contexts, with special training in translation (FL--L1 / L1--FL) and in written précis in FL of FL dictation.

ii. **Tests as set**
oral : 1 – written FL summary of FL dictation, ½ hr., 50 marks
2,3 – reading aloud in FL / conversation, 15 mins., 50 marks
written : 4 – translation FL--L1 1¾ hrs 50 marks
5 – translation L1--FL 50 marks

(1.09) iii. **Language skills**
FL – 62½% : 18½% auricular comprehension / 18½% ocular comprehension / 12½% oral composition / 13% graphic composition
L1 – 37½% : 12½% ocular comprehension / 25% graphic composition

(1.18) iv. **Language contexts**
Service topics
Current affairs

continued on following page

(1.22) v. Language functions
translation FL--L1 (specialist)
translation L1--FL (general)
monitoring FL--FL (written FL summary of FL dictation)

vi. Performance description

The candidate can read and understand the spoken FL at normal speed, speak and write it in non-specialist register and in contexts of Service matters and current events, translate specialised Service texts from FL--L1, non-specialist texts L1--FL and monitor FL dictation in FL written summaries.

FE9 (F-21 G-13 I-2 R-16 S-4 : 56)

(1.15) i. Objectives

as stated : 'The standard of the Interpreter examination is a high one, and candidates are required to show a thorough knowledge of the language . . .'

in survey descriptors : easy command of all 4 skills, with special emphasis on auricular comprehension and oral composition in non-specialist register and specialist (Service) contexts, together with functional training in interpreting and translation.

ii. Tests as set

oral : 1 – general conversation, 10 mins., 50 marks
2 – oral translation from Service manuals – FL--L1 / L1--FL, 10 mins., 20 marks
3 – consecutive interpreting (Service topics) – FL--L1 / L1--FL, 10 mins., 30 marks

written : 4 – translation (Service topics) FL--L1 (20 marks) / L1--FL (20 marks), 1¾ hrs
5 – FL essay (Service, C2 and current affairs topics), 1½ hrs., 20 marks
6 – extempore translation FL--L1 (spoken to written, non-specialist register), ½ hr., 20 marks
7 – extempore translation (as above) L1--FL, ½ hr., 20 marks

classes : 80% – First Class Interpreter
60% – Second Class Interpreter

(1.09) iii. Language skills

FL – 67½% : 24% auricular comprehension / 18½% oral composition / 20% graphic composition / 5% ocular comprehension

L1 – 32½% : 10% graphic composition / 8¾% auricular comprehension / 8¾ oral composition / 5% ocular comprehension

(1.18) iv. Language contexts
Service topics (NAAF)
life and institutions in C2
current affairs in C2

(1.22) v. Language functions
oral translation FL--L1--FL
consecutive interpreting FL--L1--FL
translating FL--L1--FL
extempore translation FL--L1--FL

vi. Performance description

The candidate can understand speech in the FL, read it, speak it and write it within the contexts of the non-specialist register, Service topics and life and institutions and current affairs in C2; he can translate, orally and in writing, from FL--L1--FL, from sight or hearing, and can act as consecutive translator FL--L1--FL.

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(2) **PITMAN EXAMINATIONS INSTITUTE**

Annual output

In the 1971 examinations the following candidates were successful:

Successful candidates in 1971

			F	G	I	R	S	total
FE10	Elementary:	FG S	235	194	–	–	54	483
FE11	Intermediate:	FG S	165	185	–	–	42	392
FE12	Advanced:	FG S	115	82	–	–	11	208
			515	461	–	–	107	1083

As compared with 1961, total entries for French fell by 25·5%, for German rose by 306·7% (from 180 to 552), and for Spanish fell by 26·7%.

FE10 (F-235 G-194 S-54 : 483)

(1.15) i. **Objectives**

as stated : '. . . to test people's ability : 1. to understand the spoken word; 2. to write the language; 3. to understand the written word.'

in survey descriptors : elementary command of skills of auricular and ocular comprehension, and graphic composition within the context of the candidate's own experience in non-specialist register.

ii. **Tests as set***

written only :
1 – dictation (simple sentences FL)
2 – written FL answers to FL questions read aloud
3 – written composition in FL
4 – written FL answers to written FL questions on FL printed passage

2 hrs.

(1.09) iii. **Language skills**

FL – 100% : 58½%* graphic composition / 25%* auricular comprehension / 16½%* ocular comprehension

(1.18) iv. **Language contexts**

nil

(1.22) v. **Language functions**

nil

vi. **Performance description**

The candidate has an elementary ability to understand spoken and written FL within a small range of topics drawn from his everyday life, and can write simple sentences within the same contexts.

*No details of mark weighting are available for these tests; the skill analysis is therefore based on an assumption of equal weighting for each component test.

FE11 (F-165 G-185 S-42 : 392)

(1.15) i. **Objectives**

as stated : cf. FE10 (i)

in survey descriptors : cf. FE10 (ii), but with increased emphasis on auricular comprehension.

ii. **Tests as set**

written only :
1 – dictation (consecutive passage in FL)
2 – written FL answers to FL questions read aloud
3 – descriptive composition in FL
4 – letter writing in FL
5 – written FL answers to written FL questions on FL printed passage

2½ hrs.

(1.09) iii. **Language skills**

FL – 100% : 50% auricular comprehension / 30% graphic composition / 20% ocular comprehension

(1.18) iv. **Language contexts**

nil

(1.22) v. **Language functions**

nil

vi. **Performance description**

The candidate can understand the spoken FL within the context of a small number of topics drawn from his everyday life in non-specialist register, and can read and write the FL within the same narrow limits.

FE12 (F-115 G-82 S-11 : 208)

(1.15) i. **Objectives**

as stated : cf. FE10 (i), FE11 (i)

in survey descriptors : auricular and ocular comprehension, with graphic composition, on slightly wider range of topics in non-specialist register, plus possible acquaintance with literary contexts and elementary functional training in précis (summarising) in FL.

ii. **Tests as set**

written only :
1 – dictation (consecutive passage in FL)
2 – written reproduction in FL in candidate's own word of FL passage read aloud
3 – FL composition (400 words)
4 – written FL answers to written FL questions on printed FL passage, plus FL précis of part or whole

3 hrs

(1.09) iii. **Language skills**

FL – 100% : 58½% graphic composition / 25% auricular comprehension / 16½% ocular comprehension

(1.18) iv. **Language contexts**

(Possibly) study of literature

(1.22) v. **Language functions**

elementary training in précis

vi. **Performance description**

The candidate can understand the spoken and written FL on a range of topics in non-specialist register, may have some acquaintance with the literature of C2, and has elementary training in summarising in FL from speech and writing in FL.

(3a)

ROYAL SOCIETY OF ARTS
(Single Subject Examinations)

Annual output *Successful candidates in 1971*

In the 1971 examinations the following candidates were successful:

	F	G	I	R	S	total
FE13 Stage I FGIRS	478	189	84	7	235	993
FE14 Stage II FGI S	244	84	31	–	78	437
FE15 Stage III	175	41	17	–	18	251
	897	314	132	7	331	1681

Over the period 1961-1971 the total entry for French fell by almost half (–49.8%), for German by 11·2%, for Italian by almost half (–46·5%), and in Russian almost disappeared (–90%), but for Spanish it rose by 37%. In 1971 the pass rate for French and Spanish (59% and 55·2%) was approximately 15–20% lower than for German (73·4%) and Italian (74·6%).

FE13 (F-478 G-189 I-84 R-7 S-235 : 993)

(1·15) i. Objectives
as stated : none stated
postulated in survey descriptors : comprehension (auricular and ocular) of FL within small range of non-specialist register topics, plus elementary composition (oral and graphic) within the same limits.

ii. Tests as set*
written : 1 – dictation (consecutive passage in FL) } ½ hr. } 2 hrs.
2 – written reproduction in FL in candidate's own words of FL passage read aloud, plus guidance from printed FL questions
either : 3 – translation FL--L1 (non-specialist)
or : 4 – essay of 150 words in FL (non-specialist)
or : 5 – FL letter in reply to FL letter
aural : 6 – written L1 questions and answers on written FL passage
oral : 7 – reading aloud in FL
8 – prepared talk on chosen topic in FL
9 – general conversation (possible role-playing)

(1·09)iii. Language skills (average)
FL – 84% : 25% auricular comprehension / 25% ocular comprehension / 17% oral composition / 17% graphic composition
L1 – 16% : 11% graphic composition / 5% ocular comprehension

(1.18)iv. Language contexts
nil

(1.22) v. Language functions
nil

vi. Performance description
The candidate has an elementary ability to understand the spoken and written FL on a small range of topics from his everyday life, plus some ability to speak and write it within the same limits.

* cf. FE10–12 Pitman Examinations Institute

FE14 (F–244 G–84 I–31 S–78 : 437)

(1.15) i. Objectives
as stated : none stated
postulated in survey descriptors : command of all 4 skills within context of a range of non-specialist register topics, including some in C2.

ii. Tests as set
written : 1 – translation FL--L1 (narrative and speech) } 2½ hrs.
2 – written FL questions and answers on printed FL passage
3 – essay in FL (250–300 words) on topics that may include life and institutions in C2
oral : 4 – reading aloud (FL prose)
5 – conversation (possibly on topics as 3.)
6 – FL précis in writing of FL passage read aloud twice
hurdle : 50% aggregate for all sections of oral required for Pass; 70% aggregate gains Distinction (cf. FE13)

continued on following page

(1.09)iii. Language skills
FL – 91% : 27% auricular comprehension / 23% ocular comprehension / 23% oral composition / 18% graphic composition
L1 – 9% : 9% graphic composition

(1.18)iv. Language contexts
current affairs in C2

(1.22) v. Language functions
nil

vi. Performance description
The candidate can understand the FL in speech and writing, and can himself speak and write it within the context of a limited range of non-specialist register topics concerning current events at home and in **C2.**

FE15 (F–175 G–41 I–17 S–18 : 251)

(1.15) i. Objectives
as stated : none stated

postulated in survey descriptors : command of all 4 skills in non-specialist register and either current affairs C2 context or commerce and industry context.

ii. Tests as set
written : either GENERAL –
1 – translation FL--L1 } contrasting contexts
2 – translation FL--L1 }
3 – translation L1--FL
4 – tests of explanatory powers in FL
(letter, definition of expressions etc.)
5 – essay of c. 250 words in FL, possibly on topic
concerning life and institutions in C2
} 3 hrs.
oral : 6 – reading aloud in FL
7 – conversation (possibly on topics as in 5)
8 – FL précis (half-length) in writing of FL passage read aloud twice; notes may be taken
hurdle : 50% aggregate for all sections of oral required for Pass; 75% aggregate gains Distinction

written : or COMMERCIAL
1 – translation FL--L1 – general prose
2 – translation FL--L1 – commercial prose
3 – translation L1--FL – non-specialist commercial
4 – test of explanatory powers (see GENERAL 4) but related to commercial topics
5 – essay of c.250 words in FL concerning commerce and industry in C2
oral : as for GENERAL (above)
hurdle : " " " "

(1·09)iii. Language skills : GENERAL
FL – 80% : 24% graphic composition / 20% oral composition / 20% ocular comprehension / 16% auricular comprehension
L1 – 20% : 13% graphic composition / 7% ocular comprehension

Language skills : COMMERCIAL
FL – 78% : graphic composition 22% / oral composition 20% / ocular comprehension 20% / auricular comprehension 16%
L1 – 22% : graphic composition 14% / ocular comprehension 8%

(1.18)iv. Language contexts : GENERAL
Current affairs in C2

Language contexts : COMMERCIAL
Commerce and industry in C2

(1.22) v. Language functions
nil

vi. Performance description

GENERAL: *This candidate can understand the FL in speech and writing, and can himself speak and write it within the contexts of non-specialist register topics and discussions of current events in C2.*

COMMERCIAL : *This candidate can understand the FL in speech and writing, and can himself speak and write it within the contexts of non-specialist register topics or discussions of commerce and industry in C2.*

(3b)

ROYAL SOCIETY OF ARTS
(Language Examinations for Secretaries)

Annual output — *Successful candidates 1971*

	F	G	I	R	S	total
FE16 Certificate for Secretarial Linguists	555	109	–	–	54	718
FE17 Diploma for Bilingual Secretaries	76	15	–	–	9	100
	631	124	–	–	63	818
Optional Endorsements included: (shorthand in FL) 80 wpm –	72	9	–	–	1	82
100 wpm –	1	0	–	–	0	1

FE16 (F–555 G–109 S–54 : 718)

1.15) i. Objectives

as stated : not stated

postulated in survey descriptors : auricular and ocular comprehension in non-specialist register and business/commercial contexts, plus oral and graphic composition in same limits, with special training in FL correspondence, possibly by transcription from dictation.

ii. Tests as set

written :	3 hrs (with dictionaries)		
	1 – typed summary in L1 of FL passage		30 marks
	2 – translation FL--L1, commercial letter, article etc.		20 marks
	3 – translation L1--FL, letter etc.		20 marks
	4 – typing FL letter in reply to FL letter from L1 notes		30 marks
oral :	5 – written L1 answers to written FL questions on FL passage heard twice	15 mins.	(40* marks)
	6 – conversation on topic including economy and institutions of C2 in FL	10 mins.	(30* marks)
	7 – role playing in office situation in FL	10 mins.	(30* marks)
hurdle :	candidates must pass in both parts		
Optional endorsement			
	8 – transcription from FL dictation of 2 letters totalling 4 mins. at 80/100 wpm (may be taken as separate test)	45 mins.	

* Mark weighting for the written tests is stated, but not for the oral tests. Asterisked figures are calculated on a weighting of 40/30/30 for these.

1.09)iii. Language skills

written : *FL* – 37½% ocular comprehension / 22½% graphic composition
L1 – 25% graphic composition / 15% ocular comprehension

oral : *FL* – 45% auricular comprehension / 30% oral composition / 5% ocular comprehension
L1 – 20% graphic composition

overall : *FL – 70%* : 22½% auricular comprehension / 21¼% ocular comprehension / 15% oral composition / 11¼% graphic composition
L1 – 30% : 22½% graphic composition / 7½% ocular comprehension

(1.18)iv. Language contexts

Business/commerce; life and institutions in C2

(1.22) v. Language functions

FL correspondence (poss. shorthand dictation FL 80–100 wpm.) ad hoc interpreting FL--L1

vi. Performance description

The candidate can understand FL speech (incl. telephonic) in non-specialist register and in business/commercial contexts; speak and write it in those contexts and handle FL correspondence, possibly by transcription from FL dictation at 80 or 100 wpm. He is informed about life and institutions in C2 and capable of ad hoc interpreting FL--L1--FL in those contexts.

FE17 (F–76 G–15 S–9 : 100)

(1.15) i. Objectives

as stated : '. . . the candidate will need to be completely fluent in the use of the language, both in writing and speech.'

in survey descriptors : command of all 4 skills in non-specialist register and business/commercial contexts, with training in summarising from FL--L1, reporting in FL, handling FL correspondence and interpreting FL--L1--FL in those contexts.

continued on following page

ii. Tests as set

written : 2×3 hrs. (with dictionaries)
1 – translation FL--L1, commercial or economic
2 – translation L1--FL, commercial or economic
3 – FL essay on aspect of life in C2
4 – L1 summary and Q. and A. on FL passage, commercial
5 – typed letter in FL, commercial theme
6 – FL report from notes in FL and L1

oral : 7 – written FL Q. and A. on FL passage heard twice
8 – max. 5 mins. FL talk on topic prepared for 3 mins.
9 – conversation on 8 and general
10 – interpreting (ad hoc) FL--L1--FL, business

(1.09)iii. Language skills

FL – 80% : 43+% graphic composition / 13+% ocular comprehension / 12+% oral composition / 11% auricular comprehension

L1 – 20% : graphic composition 11+% / ocular comprehension 6+%

(1.18)iv. Language contexts
life and institutions in C2
business / commerce

(1.22) v. Language functions
translation (special) FL--L1--FL
reporting in writing in FL
handling FL correspondence
interpreting (ad hoc) FL--L1--FL
monitoring FL--L1

vi. Performance description

The candidate commands all 4 skills in the FL, with special proficiency in the use of the written form in non-specialist register and in contexts of business/commerce; can make written summaries in English from FL texts, handle correspondence in FL, write FL reports, do ad hoc interpreting FL--L1--FL within those contexts and translate FL--L1--FL.

(3b)

ROYAL SOCIETY OF ARTS
Spoken Foreign Languages

Annual output — *Successful candidates in 1971*

In the 1971 examinations the following candidates were successful.

	F	G	I	S	total
FE18 Spoken Foreign Languages (Elementary)	3	12	34	0	49

Because of the low entry in 1971, it was decided that unless future numbers were significantly higher, the scheme would be discontinued. It is, however, to be continued in 1973.

FE18 (F-3 G-12 I-34 : 49)

(1.15) i. Objectives

as stated : 'The examinations . . . are intended for those who although not requiring a knowledge of languages in connection with their work wish to acquire some such knowledge e.g. for a holiday abroad or for general interest in a particular country.'

in survey descriptors : comprehension (auricular and ocular) and oral composition within limit of small range of selected non-specialist register topics.

ii. Tests as set

written : none

oral : 1 – prepared reading aloud in FL, 250–300 words } 5 mins.
2 – unprepared reading aloud in FL, 100 words
3 – prepared talk in FL followed by FL group discussion (possible use of visuals supplied by candidate) c. 10 mins.
4 – role-playing; candidate chooses own role in non-specialist register topic c. 5 mins.

hurdle : the candidate must pass in all sections

(1.09)iii. Language skills

FL – 100% : 65% oral composition / 23% auricular comprehension / 12% ocular comprehension

(1.18)iv. Language contexts
nil

(1.22) v. Language functions
nil

vi. Performance description

The candidate can understand the spoken language and read and speak it within a small range of non-specialist register topics.

(4)

LONDON CHAMBER OF COMMERCE
Foreign Languages

Annual output	*Successful candidates in 1971*			
	F	G	S	total
FE19 Elementary	126	11	123	260
FE20 Intermediate	68	7	118	193
FE21 Higher	171	28	19	218
	365	46	260	671

The period 1961-71 shows an overall decrease in entries of some 37·6% in French and 39% in German, but a spectacular increase of 214·6% in Spanish. In the elementary grade, which may be assumed to 'feed' the others, there is an even greater decrease in French (–65·2%), but a slight increase in German, though absolute numbers remain very low (only 14 candidates in 1971), and a huge increase in Spanish (134%). The pass rate for French drops sharply in the period concerned – by 20·4% at the Elementary Grade and 21·4% at Intermediate – a trend confirmed by figures for the other languages where these are large enough to be compared.

FE19 (F-126 G-11 S-123 : 260)

(1.15) i. Objectives

as stated : none stated.

in survey descriptors : ocular comprehension and graphic composition within small range of non-specialist register topics.

ii. Tests as set

written : 1 – written FL answers to printed FL questions on FL printed passage 30 marks
2 hrs. 2 – FL composition 130-140 words from choice of topics including FL outline 20 marks
3 – translation L1--FL 30 marks
4 – translation FL--L1 20 marks
oral : none (100)

(1.09) iii. Language skills

FL – 75% : 45% graphic composition / 30% ocular comprehension
L1 – 25% : 15% ocular comprehension / 10% graphic composition

(1.18) iv. Language contexts
nil

(1.22) v. Language functions
nil

vi. Performance description

The candidate has an elementary ability to read and write the FL within a narrow range of non-specialist register topics.

FE20 (F-68 G-7 S-118 : 193)

(1.15) i. Objectives

as stated : '. . . candidates will be expected to have a knowledge of the main features of the grammatical construction of the foreign language and to have completed a study of all the tenses and moods of regular and irregular verbs. They should not confine their reading to the material usually found in their class textbooks, but should be encouraged to read newspapers and periodicals published in the foreign language.'

in survey descriptors : comprehension (auricular and ocular) and composition (oral and graphic) in non-specialist register, with elementary ocular comprehension of current affairs contexts in C2.

ii. Tests as set

written : 1 – translation FL--L1 80 marks
2 hrs. 2 – translation L1--FL 90 marks
3 – *either* FL composition (150-200 words) non-specialist register topics 80 marks
4 – *or* FL letter based on given data
oral : 5 – FL dictation (20 mins.) 10 marks
(hurdle) 6 – reading aloud from newspaper or periodical 10 marks
7 – conversation (non-specialist) 30 marks

(1.09) iii. Language skills

FL – 72% : 43% graphic composition / 15% ocular comprehension / 7% auricular comprehension / 7% oral composition
L1 – 28% : 15% ocular comprehension / 13% graphic composition

(1.18) iv. Language contexts
nil

(1.22) v. Language functions
nil

vi. Performance description

The candidate can write and read in the FL on a small range of topics, including some current affairs in C2. He cannot understand the spoken language or speak it so much, even within these narrow contexts.

FE21 (F-171 G-28 S-19 : 218)

(1.15) i. Objectives

as stated : 'Candidates will be expected to have studied both commercial correspondence and commercial and economic periodicals.'

in survey descriptors : mastery of all 4 skills in non-specialist register and commercial contexts, with ability to handle FL correspondence and write reports in FL.

ii Tests as set

written : 3 hrs.	1 – translation FL--L1	60 marks
	2 – translation L1--FL	70 marks
	3 – letter writing (180-200 words) FL	60 marks
	4 – report writing in FL (180-200 words)	60 marks
oral : 20 mins.	5 – dictation (commercial theme)	10 marks
	6 – reading aloud (commercial theme)	10 marks
	7 – conversation (commercial theme)	30 marks

(1.09) iii. Language skills

FL – 78% : 52% graphic composition / 12% ocular comprehension / 7% auricular comprehension / 7% oral composition

L1 – 22% : 12% ocular comprehension / 10% graphic composition

(1.18) iv. Language contexts

business/commerce

(1.22) v. Language functions

handling FL correspondence

reporting in writing in FL

vi. Performance description

The candidate can write and read in the FL in non-specialist register and commercial contexts and can handle correspondence and write reports in those contexts. He cannot understand the spoken language or speak it so much, even in those contexts.

(4b)

LONDON CHAMBER OF COMMERCE
Foreign Languages for Industry and Commerce

Annual output	*Successful candidates in 1971*					
	F	G	I	R	S	total
FE22 Elementary	332	270	31	0	58	691
FE23 Intermediate	209	95	13	1	20	338
FE24 Advanced	48	27	7	1	10	93
	589	392	51	2	88	1122

The period 1961-71 shows a similar but diminished trend to that in FE19-21 – a decrease of entry for French of 6·2%, German 3%, Italian 8% and the total disappearance of Russian from the Elementary grade (with a mere single candidate in each of the other grades), but an increase of some 22·9% in Spanish. In the Elementary grade, the entry figure for French is almost static (+1·4%), German and Italian show increases of 6·4% and 4·4% respectively (though the total figure for Italian is only 47 candidates), Russian disappears, but Spanish increases by 56%.

FE22 (F-332 G-270 I-31 R-0 S-58 : 691)

(1.15) i. Objectives

as stated : 'The Elementary examination is designed to test whether the candidate can speak and understand a foreign language well enough to feel not too strange in a foreign country and to be able to communicate on everyday needs . . . Candidates must be capable of two-way communication in the foreign language on a simple question and answer basis . . . They must be able to follow the trend of everyday conversation when the foreign language is spoken slowly and clearly . . . They should respond correctly to spoken instructions related to everyday objects.'

in survey descriptors : auricular comprehension and oral composition at reduced speeds in c. 4 non-specialist register topics.

ii. Tests as set

written : none

oral : 1 – a. general conversation on candidate's personal history, work, interests

20 mins. – b. conversation on 2 topics chosen by the candidate

2 – response to spoken FL instructions re everyday objects displayed at exam.

3 – conversation re 3 visuals, 1 provided by candidate, 2 chosen from selection of 4 provided by examiner

4 – role-playing in tourist situations

(1.09) iii. Language skills

FL – 100% : auricular comprehension 62½% / oral composition 37½%

continued on following page

(1.18) iv. **Language contexts**
nil

(1.22) v. **Language functions**
nil

vi. **Performance description**
The candidate can understand the FL spoken unnaturally slowly and clearly in a small range of non-specialist register topics and can make himself understood in the same contexts.

FE23 (F-209 G-95 I-13 R-1 S-20 : 338)

(1.15) i. **Objectives**

as stated : 'The Intermediate examination is designed to test a candidate's ability to communicate in order to mix socially when in a foreign country and in order to conduct simple business negotiations, with some patient cooperation from his opposite number. . . . He must be able to follow non-specialised conversation between foreign nationals of the country concerned speaking at normal speed sufficiently well to inject comment, to indicate objection, contradiction or approval, and to relate substance . . . He should be able to read aloud with assurance and in a manner immediately understandable to the examiner . . .'

in survey descriptors : auricular comprehension at normal speed in non-specialist register, plus oral comprehension in this context and oral comprehension, with an introduction to business/commercial contexts.

ii. **Tests as set**
written : none
oral : 1 – a. general conversation
30-35 – b. conversation on topic chosen by the candidate
mins. 2 – conversation re 3 visuals, 1 provided by the candidate and 2 chosen from 6 provided by the examiner (situations)
3 – FL question and answer orally on recorded FL conversation heard
4 – FL question and answer on FL passage read aloud by examiner, whole and in sections
5 – reading aloud in FL, oral translation --L1, question and answer in FL

(1.09) iii. **Language skills**
FL – 95% : 45% auricular comprehension / 45% oral composition / 5% ocular comprehension
L1 – 5% : 5% oral composition

(1.18) iv. **Language contexts**
business / commerce

(1.22) v. **Language functions**
oral translation FL--L1

vi. **Performance description**
The candidate understands the FL spoken at normal speed in non-specialist register and business/commercial contexts; can himself take part in conversation in those contexts and can translate orally FL--L1.

FE24 (F-48 G-27 I-7 R-1 S-10 : 93)

(1.15) i. **Objectives**

as stated : 'The Advanced examination is designed to test whether the candidate can speak and understand a foreign language well enough to converse freely on topics of general interest and to be able to discuss in depth a subject of his own choice and to show that he can learn and make use of a specialist vocabulary. Candidates should be able to conduct their normal company business in the foreign language. This implies specialist knowledge appropriate to their own field of activity and the ability to translate from and into the foreign language.'

in survey descriptors : auricular comprehension and oral composition in non-specialist register, business/commerce and one other context related to specific employment; ability to translate orally FL--L1--FL.

ii. **Tests as set**
written : none (but see 2 below)
oral : 1 – general conversation in FL
50–60 2 – written FL summary of recorded FL conversation, plus FL discussion with examiner
mins. 3 – description and discussion in FL with examiner of some aspect of candidate's work, with exhibits
4 – reading aloud of FL passage plus oral translation FL--L1
5 – *either* text heard in FL *or* text read in FL – explained in FL by candidate to examiner

(1.09) iii. **Language skills**
FL – 80% : 35% oral composition / 30% auricular comprehension / 10% ocular comprehension / 5% graphic composition
L1 – 20% : 10% oral composition / 5% auricular comprehension / 5% ocular comprehension

(1.18) iv. **Language contexts**
business / commerce
context of employment

(1.22) v. **Language functions**
monitoring FL--FL
oral translation FL--L1
oral FL summarising of either FL speech or FL written text

vi. **Performance description**
The candidate understands speech in FL and can himself take part in discussion in non-specialist register, business/commercial contexts and that of his own job; he can summarise FL speech in FL speech or writing and

(5)

UNION OF LANCASHIRE AND CHESHIRE INSTITUTES
Grades I–VI

Annual output	*Successful candidates in 1971*					
	F	G	I	R	S :	total
FE25 Grade I	117	217	66	4	78	482
FE26 Grade II	51	107	33	3	21	215
FE27 Grade III	24	21	11	0	6	62
FE28 Grade IV	7	0	0	0	0	7
FE29 Grade V	0	0	0	0	0	0
FE30 Grade VI	0	0	0	0	0	0
	199	345	110	7	105	766

FE25 (F-117 G-217 I-66 R-4 S-78 : 482)

(1.15) i. Objectives

as stated : inventory of morphology and syntax

postulated: auricular comprehension and graphic composition related to a small range of non-specialist register topics, with some ability to comprehend (auricular) and make himself understood in speech (oral composition) within the same limits.

ii. Tests as set

written :	1 – translation FL--L1		30 marks
2 hrs.	2 – FL questions and answers on FL passage for reading		20 marks
	3 – grammar exercises (gap-filling, substitution etc.)		20 marks
	4 – dictation	30 mins.	10 marks
oral :	5 – reading aloud (lexis controlled by specimens)		10 marks
	6 – general conversation		10 marks

(1.09) iii. Language skills

FL – 85% : 40% ocular comprehension / 25% graphic composition / 10% auricular comprehension / 10% oral composition

L1 – 15% : 15% graphic composition

(1.18) iv. Language contexts

non-specialist register topics: home, family, daily life etc.

(1.22) v. Language functions

nil

vi. Performance description

The candidate can read and write simple sentences on a narrow range of non-specialist register topics, but has little experience of hearing or speaking in the FL.

FE26 (F-51 G-107 I-33 R-3 S-21 : 215)

(1.15) i. Objectives

as stated : inventory of morphology and syntax

postulated: cf. FE26

ii. Tests as set

written :	1 – translation FL--L1 (2 passages)	30 marks
2½ hrs.	2 – composition in FL (70–80 words)	20 marks
	3 – FL questions and answers on printed FL passage with L1 title	20 marks
	4 – dictation	10 marks
oral :	5 – reading aloud in FL (uninterrupted)	10 marks
	6 – FL questions and answers on a tourist picture	10 marks

(1.09) iii. Language skills

FL – 85% : 35% graphic composition / 30% ocular comprehension / 10% auricular comprehension / 10% oral composition

L1 – 15% : 15% graphic composition

(1.18) iv. Language contexts

nil

(1.22) v. Language functions

nil

vi. Performance description

The candidate can read and write short passages in the FL on a small range of non-specialist register topics, but has little experience of reading or speaking in the FL.

FE27 (F-24 G-21 I-11 R-0 S-6 : 62)

(1.15) i. Objectives

as stated : inventory of morphology and syntax

postulated: cf. FE26, FE27, with slightly greater emphasis on auricular comprehension and oral composition

ii. Tests as set

written : 3 hrs.	1 – translation FL--L1 (2 passages)	20 marks
	2 – composition (possibly on visual stimuli, 120–130 words of FL)	20 marks
	3 – FL questions and answers on printed FL passage with L1 title	20 marks
	4 – dictation	10 marks
oral :	5 – reading aloud in FL	10 marks
	6 – FL questions and answers on a chosen topic	20 marks

(1.09) iii. Language skills

FL – 90% : 35% graphic composition / 25% ocular comprehension / 15% auricular comprehension / 15% oral composition

L1 – 10% : 10% graphic composition

(1.18) iv. Language contexts

nil

(1.22) v. Language functions

nil

vi. Performance description

The candidate can read and write short FL passages on non-specialist register topics, can understand the spoken FL in those contexts and make himself understood in speech.

FE28 (F-7 G-0 I-0 R-0 S-0 : 7)

(1.15) i. Objectives

as stated : inventory of morphology and syntax

postulated: cf. FE27

ii. Tests as set (with English/FL dictionary)

written : 3 hrs.	1 – translation FL--L1 (2 passages)	30 marks
	2 – FL questions and answers on printed FL passage, possibly with précis	20 marks
	3 – composition in FL from FL titles	20 marks
oral :	4 – reading aloud in FL	5 marks
	5 – general conversation in FL on non-specialist register topics	25 marks

(1.09) iii. Language skills

FL – 75% : 20% graphic composition / 27½% ocular comprehension / 15% oral composition / 12½% auricular comprehension

L1 – 25% : 15% graphic composition / 10% ocular comprehension

(1.18) iv. Language contexts

nil

(1.22) v. Language functions

nil

vi. Performance description

The candidate can read and write the FL within a range of non-specialist register topics and can understand the spoken language and speak it with less ease within that context.

FE29 / FE30 (No candidates in 1971)

(1.15) i. Objectives

as stated : none stated

postulated: command of all 4 skills within non-specialist register, in business and commercial contexts and in the context of life and institutions in C2, with functional training in monitoring FL--L1 (Grade V) and FL--FL (Grade VI).

ii. Tests as set

written :	1 – translation FL--L1 (2 of 3 contemporary passages, including 1 on commercial topic)	20 marks
	2 – translation L1--FL (choice of general prose, commercial passage or business letter)	10 marks
	3 – essay in FL (250–300 words, choice incl. commercial subject)	20 marks
oral :	4 – written reproduction of narrative in FL in precise form: (100/300): Grade V – L1/FL, Grade VI – FL	25 marks
	5 – 3 min. prepared talk + FL discussion on set books	15 marks
	6 – general FL conversation	10 marks

(1.09) iii. Language skills

FL – 72½% (Grade V) / 85% (Grade VI) : 25/37½% graphic composition / 25% auricular comprehension / 12½% oral composition / 10% ocular comprehension

L1 – 27½% / 15% : 12½%/– oral composition / 10% graphic composition / 5% ocular comprehension

(1.18) iv. Language contexts

life and institutions in C2

business/commerce

(1.22) v. Language functions

monitoring FL--L1 (Grade V)

monitoring FL--L1--FL (Grade VI)

vi. Performance description

The candidate can read and write the FL in non-specialist register and in contexts of life and institutions in C2, and in business/commerce; he can monitor FL--L1 (Grade V) and L1--FL (Grade VI); he can understand the spoken word and make himself understood in speech and the same contexts.

(6) INSTITUTE OF LINGUISTS

Annual output	*Successful candidates in 1971* F	G	I	R	S	total
FE31 Preliminary Certificate	165	183	51	13	172	584
FE32 Grade I Certificate	136	89	34	1	53	313
FE33 Grade II Certificate	79	26	18	1	94	218
FE34 Intermediate Diploma	130	30	15	7	54	236
FE35 Final Diploma	25	10	1	4	8	48
	535	338	119	26	381	1399

In 1970 a new syllabus was introduced; trends over a long period cannot therefore be traced. In 1971, compared with 1970, there was a drop in overall entry for French (1321/1397) and Russian (99/109) but an increase in German, Italian and Spanish, though nowhere very great. In all cases there were increases in the elementary (FE31) and most advanced (FE35) stages, but troughs at the middle levels. Pass rates were in general very low and subject to great fluctuations, possibly as a result of the new syllabus, except in Spanish.

FE31 (F-165 G-183 I-51 R-13 S-172 : 584)

(1.15) i. Objectives

as stated : 'An encouragement to further learning . . . mainly oral/aural examination of a simple but realistic kind to be taken after about 150 hours of instruction and private practice . . . preliminary to Grade I Certificate. Designed for persons who study for simple social purposes such as holidays abroad and who have little time for serious study.'

in survey descriptors : auricular comprehension and oral composition in limited range of non-specialist register topics.

ii. Tests as set

oral :	1 – FL conversation on non-specialist register topics; examiner speaks at 100–120 wpm (slightly slow)	33⅓%	
	2 – sustained speech for c. one minute in topic arising in 1	33⅓%	
	3 – role-playing (list of places given)	33⅓%	4 mins.
aural :	4 – written L1 answers to written FL questions on spoken FL text heard 3 times	100%	
	5 – life and institutions questions in L1	100%	

(1.09) iii. Language skills

FL – 83⅓% : 33⅓% auricular comprehension / 33⅓% oral composition / 16⅔% ocular comprehension
L1 – 16⅔%: 16⅔% graphic composition

(1.18) iv. Language contexts
nil

(1.22) v. Language functions
nil

vi. Performance description

The candidate can understand the FL spoken slowly and can make himself understood within the limits of a small range of non-specialist register topics only.

FE32 (F-136 G-89 I-34 R-1 S-53 : 313)

(1.15) i. Objectives

as stated : To examine 'globally in all 4 basic uses of language . . .' with translation as 'a fifth useful skill'. Designed 'for those who have no other qualifications . . . study for pleasure . . .'

in survey descriptors : command of all 4 skills, with emphasis on ocular comprehension and graphic composition in non-specialist register, with some introduction to life and institutions C2 and to techniques of translation FL--L1.

ii. Tests as set

oral :	1 – reading aloud in FL (120–150 wpm)	2 mins.	25%
	2 – conversation in FL on topics listed (examiner speaks at 120–150 wpm)	7 mins.	25%
	3 – sustained speech for 2 mins. on any suitable topic arising in 2		25%
	4 – role-playing in FL (places listed)	4 mins.	25%
aural :	5 – monitoring FL--L1 (250/80–90) after 2 hearings	25 mins.	50%
	6 – dictation in FL	20 mins.	50%
written :	7 – written L1 answers to written questions on printed FL passage	30 mins.	30%
	8 – translation FL--L1 (general)	30 mins.	30%
	9 – FL composition (150 words, general)	30 mins.	40%
	10 – FL paragraphs on topics of life in C2	45 mins.	100%

(1.09) iii. Language skills

FL – 86¼% : 41¼% graphic composition / 20% auricular comprehension / 15% oral composition / 10% ocular comprehension
L1 – 13¾% : 13¾% graphic composition

continued on following page

(1.18) iv. Language contexts
nil

(1.22) v. Language functions
nil

vi. Performance description

The candidate can understand the spoken FL and write it, and to a lesser extent read and speak it, within a range of non-specialist register topics and some topics concerning life and institutions in C2 on the level of 'background knowledge'.

FE33 (F-79 G-26 I-18 R-1 S-94 : 218)

(1.15) i. Objectives

as stated : 'Designed to meet the needs of those who want a qualification roughly equivalent to 'A' level, but with emphasis on practical use of the language, oral proficiency and background knowledge of the country.'

in survey descriptors : command of all 4 skills in non-specialist register, with special emphasis on oral composition, and a knowledge of life and institutions in C2.

ii. Tests as set

I.	1 – prepared talk in FL on 1 of 6 topics	3 mins.	25%
	2 – conversation (general or on topic 1)	8 mins.	25%
	3 – oral translation FL--L1 (100 words)	4 mins.	25%
	4 – oral translation L1--FL (100 words)	5 mins.	25%
II.	5 – monitoring FL--L1 (100/300 words) at 150 wpm	30 mins.	100%
III.	6 – translation FL--L1 (250 words, general)	45 mins.	50%
	7 – translation L1--FL (200 words, general)	45 mins.	50%
IV.	8 – FL compositions on 4 topics from life and institutions in C2	2 hrs.	100%

(1.09) iii. Language skills

FL – 70% : 30% graphic composition / 15% auricular comprehension / 15% oral composition / 10% ocular comprehension

L1 – 30% : 9% ocular comprehension / 18% graphic composition / 3% oral composition

(1.18) iv. Language contexts
life and institutions in C2

(1.22) v. Language functions
nil

vi. Performance description

The candidate has a command of all 4 skills within the limits of the non-specialist register and certain topics concerning life and institutions in C2.

FE34 (F-130 G-30 I-15 R-7 S-54 : 236)

(1.15) i. Objectives

as stated : 'Designed to meet the need for an emphatically practical qualification in the use of the foreign language . . .'

in survey descriptors : command of all 4 skills in a variety of contexts and with functional training in translating and abstracting.

ii. Tests as set

I.	1 – conversation, general and concerning the candidate's employment	9 mins.	40%
	2 – L1 summary of FL text studied for 5 mins.	5 mins.	30%
	3 – ad hoc interpreting	6 mins.	30%
II.	4 – summarising in L1 an FL article (6–800/150–200)	1 hr.	40%
	5 – composition in FL: 2×300 words on geography or life and institutions in C2	2 hrs.	60%
III.	6 – translation FL--L1 – general interest	3 hrs.	25%
	7 – translation FL--L1 – special subject		25%
	8 – translation L1--FL – general interest		25%
	9 – translation L1--FL – special interest		25%

(1.09) iii. Language skills

FL – 67% : 28+% graphic composition / 15% ocular comprehension / 14+% auricular comprehension / 9+% oral composition

L1 – 33% : 15% graphic composition / 8% ocular comprehension / 7½% oral composition / 2½% auricular comprehension

(1.18) iv. Language contexts
geography of C2
life and institutions in C2
business / commerce *or* social sciences
candidate's employment

(1.22) v. Language functions
translation FL--L1--FL
abstracting FL--L1

vi. Performance description

The candidate commands all 4 skills in non-specialist register, contexts of geography and life and institutions in C2, either business/commerce or social sciences, and his own employment. In these contexts he can translate FL--L1--FL and write English abstracts of FL texts.

FE35 (F-25 G-10 I-1 R-4 S-8 : 48)

(1.15) i. **Objectives**

as stated : 'This examination is designed to give the linguistic qualification for the grade of Member of the Institute of Linguists. A linguist in this sense of the term should have the following 4 qualifications, all of which must be tested by the examination:

(a) a near-native command of educated spoken and written language;

(b) an ability to use the language for purposes of communication between well-informed persons, not merely for casual conversation or writing, however fluent. This requires more than a knowledge of the language, even if near-native;

(c) some familiarity with the contemporary scene and a broad general acquaintance with the fundamental physical, political, economic, social and cultural features of the country or countries where the language is spoken;

(d) *either* special or detailed knowledge of a particular subject related to the country concerned, *or* a special ability in using the language, for example technical translating, or liaison interpreting; the ability should be possessed to a high, near-professional degree . . .'

in survey descriptors : easy command of all 4 skills in a variety of contexts, with functional training *either* as technical translator *or* as interpreter.

ii. **Tests as set**

common :	1 – 5 minute prepared talk on topic chosen by examiner from 5 offered by candidate	5 mins.	30%
I.	2 – monitoring FL--L1 from 1 hearing	8 mins.	30%
	3 – FL conversation arising from above	12 mins.	40%
II.	4 – FL essay on current topic (750–1000 words)	3 hrs.	100%
or	précis in FL of L1 speech etc. (written) 750–1000/2500–3000 words		
III.	5 – translation FL--L1 (250 words)	3 hrs.	25%
	6 – translation FL--L1 (250 words)		25%
	7 – translation L1--FL (250 words)		25%
	8 – translation L1--FL (250 words)		25%
IV.	9 – composition: 3×500 words FL on topics concerning C2 in various contexts	3 hrs.	100%
options :	10 – *specialist*		
3 hrs. 100%	long essay (1500 words FL) on 1 of range of 6 contexts, chosen before exam. and approved;		
	technical translator		
	translation FL--L1, 2×600 words on a technical subject from approved list;		
	interpreter		
	tests in –		
	oral translation FL--L1	5 mins.	25%
	oral translation L1--FL	5 mins.	25%
	liaison interpreting, both ways	10 mins.	25%
	consecutive interpreting FL--L1--FL	20 mins.	25%

(1.09) iii. **Language skills**

FL – *specialist* – 87%
65% graphic composition / 10% oral composition / 7% auricular comprehension / 5% ocular comprehension
L1 – 13%
FL – *technical translator* – 77%
45% graphic composition / 15% ocular comprehension / 10% oral composition / 7% auricular comprehension
L1 – 23%
FL – *interpreter* – 77%
45% graphic composition / 12% oral composition / 12% auricular comprehension / 8% ocular comprehension

(1.18) iv. **Language contexts**

common : current affairs in C2
social sciences
life and institutions in C2
science and technology
business / commerce
geography (6)
specialist +1 other in depth (7)
technical translator
+1 other in depth (7)

(1.22) v. **Language functions**

common : translation (general) FL--L1--FL
monitoring FL--L1
either writing report in FL *or* FL précis of L1 text (3)
specialist +composition in FL (4)
technical translator
+technical translation FL--L1 (4)
interpreter +oral translation FL--L1--FL
liaison interpreting FL--L1--FL
consecutive interpreting FL--L1--FL (9)

vi. **Performance description**

The candidate commands all 4 skills in a variety of contexts – current affairs in C2, life and institutions in C2, geography of C2, business and commerce, the social sciences and science and technology in general. He can translate FL--L1--FL, monitor FL speech in writing in English, and either write FL reports or précis English texts in the FL.

In addition, the specialist can write lengthy FL expositions; the technical translator can translate technical texts FL--L1, and the interpreter can perform oral, liaison and consecutive interpreting both ways.

(7) SCOTTISH COUNCIL FOR COMMERCIAL, ADMINISTRATIVE & PROFESSIONAL EDUCATION (SCCAPE)

Annual output		*Successful candidates in 1971*					
		F	G	I	R	S	: total
FE36	Junior Secretarial Certificate	46	25	14	0	10	95
FE37	Secretarial Certificate	149	66	0	0	16	231
FE38	Advanced Secretarial Certificate	44	17	1	0	6	68
FE39	Diploma for Graduate Secretaries	36	21	0	0	0	57
FE40	Scottish National Certificate in Business Studies	0	0	0	0	0	0
		275	129	15	0	32	451

FE36 (F-46 G-25 I-14 R-0 S-10 : 95)

(1.15) i. Objectives

as stated : 'The aim of this course is to enable the student to use the language:

1. to communicate at an elementary level;
2. to ask and answer simple questions;
3. to follow the trend of a conversation;
4. to show knowledge of the politeness associated with meeting and greeting the nationals of the country;
5. to read with understanding simple notices, regulations, letters or news items.'

in survey descriptors : elementary performance in skills of auricular comprehension and oral composition in FL, with ocular comprehension, in a small range of non-specialist register topics.

ii. Tests as set

oral :	1 – general conversation; 5 questions and answers in FL on self and interests	25 marks
	2 – guided conversation; questions and answers in FL on a picture	25 marks
	3 – role-playing in a prepared situation	25 marks
written : ¾ hr.	4 – translation FL--L1 (c. 150 words, with use of dictionary)	25 marks

(1.09) iii. Language skills

FL – 87½% : 37½% oral composition / 37½% auricular comprehension / 12½% ocular comprehension

L1 – 12½% : 12½% graphic composition

(1.18) iv. Language contexts

nil

(1.22) v. Language functions

nil

vi. Performance description

The candidate has an elementary ability to understand the spoken FL, answer questions in it and read within a narrow range of non-specialist register topics.

FE37 (F-149 G-66 I-0 R-0 S-16 : 231)

(1.15) i. Objectives

as stated : 'The aim of the course is to enable the student:

1. to converse with a reasonable fluency in the language with a foreign national;
2. to listen with understanding to the spoken language and to produce in English the gist of the content;
3. to translate from the language into English an article or letter;
4. to give in English the main points of an article or letter in the language;
5. to write a straightforward letter in the language;
6. to aquire some background knowledge of the country.'

in survey descriptors : command of all 4 skills in non-specialist register, plus an introduction to life and institutions in C2 and to the language functions of translation FL--L1, monitoring and summarising.

ii. Tests as set

oral :	1 – conversation with native speaker on topic concerning C2	8 mins.	25 marks
	2 – monitoring FL--L1 (200 FL words)		25 marks
written :	3 – abstracting FL--L1 (400–450 words in non-specialist register)		20 marks
	4 – translation FL--L1 (non-specialist)		15 marks
	5 – composition (letter) in FL, 150–200 words		15 marks

(1.09) iii. Language skills

FL – 70% : 25% auricular comprehension / 17½% ocular comprehension / 15% graphic composition / 12½% oral composition

L1 – 30% : 30% graphic composition

(1.18) iv. Language contexts

nil

(1.22) v. Language functions

nil

vi. Performance description

The candidate can understand the spoken and written FL, write it and speak it with certain non-specialist register topics, and has an elementary knowledge of life and institutions in C2 and the techniques of translation FL--L1 in various forms.

FE38 (F-44 G-17 I-1 R-0 S-6 : 68)

(1.15) i. **Objectives**

as stated : 'The aim of the course is to enable the student:

1. to speak with fluency in the language to foreign nationals;
2. to listen to the spoken language and give an immediate rendering into English of the content;
3. to give in English a cogent report on a body of material or correspondence placed before the candidate showing clearly the conclusions reached in the material or correspondence. The report may be in note form;
4. to frame in the language a reply to a letter in the language in accordance with instructions given.'

in survey descriptors : command of all 4 skills in non-specialist register and contexts of business/commerce, with functional training in oral translation FL--L1, abstracting FL--L1 and handling correspondence in FL.

ii. Tests as set

oral : 4 mins.	1 – short talk in FL to group of nationals, possibly from notes plus discussion;	25 marks
	2 – oral translation FL--L1 talk or dialogue	25 marks
written :	3 – written FL letter in reply to FL letter in accordance with L1 instructions, business topic	25 marks
	4 – reporting in L1 on 4/5 FL letters etc. – not exceeding 800 words	25 marks

(1.09) iii. Language skills

FL – 75% : 25% auricular comprehension / 25% ocular comprehension / 12½% oral composition / 12½% graphic composition

L1 – 25% : 12½% oral composition / 12½% graphic composition

(1.18) iv. Language contexts

business / commerce

(1.22) v. Language functions

oral translation FL--L1
abstracting FL--L1
handling FL correspondence

vi. Performance description

The candidate can understand the spoken and written FL, speak it and write it within non-specialist register and business/commerce contexts, recapitulate in L1 writing the gist of FL arguments in speech or writing, and handle FL correspondence under supervision in those contexts.

FE39 (F-36 G-21 I-0 R-0 S-0 : 57)

(1.15) i. Objectives

as stated : 'The aim of the course is to enable the student:

1. to converse fluently in the language;
2. to summarise and/or translate a letter or passage of a commercial nature;
3. to write a letter showing familiarity with commercial practice;
4. to study in reasonable depth the geographical, commercial and social aspects of the country concerned.' (topics listed)

in survey descriptors : command of all 4 skills in non-specialist register, and in contexts of business/commerce, life and institutions in C2 and the geography of C2, with functional training in handling FL correspondence.

ii. Tests as set

oral :	1 – dealing with two situations (role-playing) from office practice in FL	30 marks
	2 – written L1 questions and answers on FL passage heard twice	30 marks
written :	3 – L1 written summary of FL business letter or article	15 marks
	4 – *either* composing FL business letter *or* translating L1 business letter --FL	15 marks
	5 – translating commercial passage FL--L1	10 marks

(1.09) iii. Language skills

FL – 67½%/75% : 30% auricular comprehension / 15% ocular comprehension / 15% oral composition / 7½%/15% graphic composition

L1 – 25%/32½% : ocular comprehension 5% / graphic composition 20%/27½%

(1.18) iv. Language contexts

life and institutions in C2
geography of C2
business / commerce

(1.22) v. Language functions

handling FL correspondence

vi. Performance description

The candidate can understand the spoken FL and read it, speak and write it in the contexts of the non-specialist register, business/commerce and the life and institutions and geography of the foreign country, and can handle FL correspondence in those contexts.

FE40 (No candidates in 1971)

SEE : FE36

Table 2

APPLICATION TABLE

On the basis of the foregoing analysis of syllabuses we have been able to assign each syllabus an 'application number' calculated on the basis of the language contexts and functions in which the user can operate. A complete table is as follows:

FE	% FL skills				% L1 skills				Tests	Factors			Con-texts	Func-tions	Appli-cation no.
no.	1	2	3	4	1	2	3	4		v	c	f			
1	12½	37½	25	–	–	–	–	25	4	–	–	–	–	–	0
2	–	30	–	20	–	20	–	30	3	–	–	–	–	1	1
3	12½	37½	–	25	–	–	–	25	4	–	–	–	1	–	1
4	12½	27½	25	10	–	10	–	15	4	–	–	–	1	–	1
5	20	22½	20	12	–	7½	–	17½	6	–	–	–	1	–	1
6	18¾	10	18¾	20	6¼	10	6¼	10	6	–	4	4	2	4	6
7	–	50	–	–	–	–	–	50	1	–	–	–	–	–	0
8	18¾	18¾	12½	12½	–	12½	–	25	5	–	2	–	2	3	5
9	23¾	5	18¾	20	8¾	5	8¾	10	7	–	3	5	3	8	11
10	25	16½	–	58½	–	–	–	–	4	–	–	–	–	–	0
11	50	20	–	30	–	–	–	–	5	–	–	–	–	–	0
12	25	16½	–	58½	–	–	–	–	4	–	1 ?	1 ?	1 ?	1 ?	2 ?
13	25	25	17	17	–	5	–	11	8	–	–	–	–	–	0
14	27	23	23	18	–	–	–	9	6	–	2	–	1	–	1
15	16	20	20	24/22	–	7/8	–	13/14	5	–	3	–	1	–	1
16	22½	21¼	15	11¼	–	7½	–	22½	7/8	–	5	3	2	3	5
17	11	13+	12+	43+	–	6+	11+	11+	10	–	6	7	2	7	9
18	22½	12½	65	–	–	–	–	–	4	–	–	–	–	–	0
19	–	30	–	45	–	10	–	10	4	–	–	–	–	–	0
20	7	15	7	43	–	15	–	13	7	–	–	–	–	–	0
21	7	15	7	52	–	12	–	10	7	–	5	2	1	2	3
22	66½	–	37½	–	–	–	–	–	4	1	–	–	–	–	0
23	45	5	45	–	–	–	5	–	5	1	3	1	1	1	2
24	30	10	35	5	5	5	10	–	5	–	2	3	2	3	5
25	10	40	10	25	–	–	–	15	6	–	–	–	–	–	0
26	10	30	10	35	–	–	–	15	6	1	–	–	–	–	0
27	15	25	15	35	–	–	–	10	6	1 ?	–	–	–	–	0
28	12½	27½	15	20	–	10	–	15	5	–	–	–	–	–	0
29	25	10	12½	25	–	5	12½	10	6	–	4	1	2	1	3
30	25	10	12½	37½	–	5	–	10	6	–	4	1	2	2	4
31	33+	16+	33+	–	–	–	–	16+	4	–	–	–	–	–	0
32	20	10	15	41¼	–	–	–	13+	9	–	–	–	–	–	0
33	15	10	15	30	–	9	3	18	8	–	2	–	1	–	1
34	14+	15	9+	28+	2½	8	7½	15	9	–	4	5	4	3	7
35	7/12	5–15	10–13	45/65			5		10				7/6	4/9	11/15
36	37½	12½	37½	–	–	–	–	12½	4	–	–	–	–	–	0
37	25	17½	12½	15	–	–	–	30	6	–	–	–	–	–	0
38	22	25	12½	12½	–	–	12½	12½	4	–	2	3	1	3	4
39	30	15	15	7½/15	–	5	–	20/27½	5	–	4	2	3	1	4
40	see : FE38														

Key:

i. the % skills are taken from the analysis, Form 1 of the model;

ii. the column 'tests' gives the number of tests set, and in the 'factors' column the number in which v, c and f factors occur;

iii. under 'context' and 'function' are given the numbers from Form 5 of the analysis.

Table 3

FE SYLLABUSES

in order of 'applicability', from most to least, above zero (0):

APPLI-CATION No.	FE No.	COURSE AND LEVEL
15	FE35	Institute of Linguists, Final Diploma (interpreter option)
11	FE35	Institute of Linguists, Final Diploma (special subject and technical translator options)
	FE9	Civil Service Commission, Interpreter (NAAF)
9	FE17	Royal Society of Arts, Diploma for Bilingual Secretaries
7	FE34	Institute of Linguists, Intermediate Diploma
6	FE6	Civil Service Commission, Diplomatic Service – Higher Standard
	FE16	Royal Society of Arts, Certificate for Secretarial Linguists
5	FE8	Civil Service Commission, Diplomatic Service, Intermediate Standard
	FE24	London Chamber of Commerce, Foreign Languages for Industry & Commerce, Advanced
4	FE30	Union of Lancashire & Cheshire Institutes, Grade VI
	FE38	Scottish Council for Commercial, Administrative & Professional Education (SCCAPE), Advanced Secretarial Certificate
	FE39	SCCAPE, Diploma for Graduate Secretaries
3	FE21	London Chamber of Commerce, Modern Language Examinations, Higher
	FE29	Union of Lancashire & Cheshire Institutes, Grade V
2	FE12(?)	Pitman Examinations Institute, Advanced
	FE23	London Chamber of Commerce, Foreign Languages for Industry & Commerce, Intermediate
1	FE2	Civil Service Commission, Department of Trade & Industry/Department of Employment
	FE3	Diplomatic Service, Lower Standard R
	FE4	Diplomatic Service, Lower Standard FGI S
	FE5	Diplomatic Service, Intermediate Standard
	FE14	Royal Society of Arts, Stage II
	FE15	Royal Society of Arts, Stage III
	FE33	Institute of Linguists, Grade II Certificate

Zero rating:

Civil Service Commission – Home Office / Customs & Excise Officers / Metropolitan Police / Civil Hydrography Officers; *Pitman Examinations Institute* – Elementary / Intermediate; *Royal Society of Arts* – Stage I / Spoken Foreign Languages (Elementary); *London Chamber of Commerce* – Foreign Languages, Elementary / Intermediate; Foreign Languages for Industry & Commerce, Elementary; *Union of Lancashire & Cheshire Institutes* – Grades I–IV; *Institute of Linguists* – Preliminary Certificate / Grade I Certificate; *SCCAPE* – Junior Secretarial Certificate / Secretarial Certificate. For a definition of zero rating see paragraph 1.12.

Table 4

FE LANGUAGE OUTPUT

by application numbers, 1971

APPLICATION No.	FE No.		SUCCESSFUL CANDIDATES					
			FRENCH	GERMAN	ITALIAN	RUSSIAN	SPANISH	TOTAL
15	FE35							
11	FE35		25	10	1	4	8	48
	FE9		21	13	2	16	4	56
		total :	46	23	3	20	12	104
9	FE17		76	15	–	–	9	100
7	FE34		130	30	15	7	54	236
6	FE6		17	9	–	5	9	40
	FE16		555	109	–	0	54	718
		total :	572	118	–	5	63	758
5	FE8		19	29	1	7	4	60
	FE24		48	27	7	1	10	93
		total :	67	56	8	8	14	153
4	FE30		0	0	0	0	0	0
	FE38		44	17	1	0	6	68
	FE39		36	21	0	0	0	57
		total :	80	38	1	0	6	125
3	FE21		171	28	–	–	19	218
	FE29		0	0	0	0	0	0
		total :	171	28	0	0	19	218
2	FE12		115	82	–	–	11	208
	FE23		209	95	13	1	20	338
		total :	324	177	13	1	31	546
1	FE2		0	0	0	0	0	0
	FE3		–	–	–	6	–	6
	FE4		26	6	16	–	12	60
	FE5		32	16	11	7	32	98
	FE14		244	84	31	–	78	437
	FE15		175	41	17	–	18	251
	FE33		79	26	18	1	94	218
		total :	556	173	93	14	234	1,070
		grand totals :	2,022	658	133	55	442	3,310

Table 5

LANGUAGE CONTEXTS

and courses in which they occur

1.	business / commerce	FE16/FE17/FE21/FE23/FE24/FE29/FE30/FE34/FE35/FE38/FE39
2.	commerce / industry	FE15
3.	current affairs	FE8/FE9/FE14/FE15/FE35
4.	geography	FE34/FE35/FE39
5.	life & institutions	FE9/FE16/FE17/FE29/FE30/FE33/FE34/FE35/FE39
6.	literature	FE12
7.	science & technology	FE35
8.	social sciences	FE6/FE34/FE35
9.	Service topics (NAAF)	FE8/FE9
10.	Diplomatic Service etc.	FE1/FE3/FE4/FE5/FE6/FE24/FE34

Table 6

GLOSSARY OF LANGUAGE FUNCTIONS

and courses in which they occur

1.	abstracting FL--L1	writing an English summary of a written foreign language text	FE34/FE38
2.	FL composition	writing a passage in the foreign language of more than 1000 words	FE35
3.	FL correspondence	reading and replying in the foreign language to letters on business/commercial topics	FE16/FE17/FE21/FE38/FE39
4.	ad hoc interpreting FL--L1--FL	acting as intermediary between a foreign language speaker and an English speaker, neither of whom speaks the other language	FE17/FE35
5.	consecutive interpreting FL--L1	interpreting a foreign language speech etc. into English by sections in pauses left for the purpose by the speaker	FE6/FE9/FE35
6.	consecutive interpreting L1--FL	interpreting an English speech etc. into the foreign language by sections in the pauses left for the purpose by the speaker	FE6/FE9/FE35
7.	monitoring FL--L1	making a written English summary of a spoken foreign language text	FE29/FE30/FE35
8.	monitoring FL--FL	making a written foreign language summary of a spoken foreign language text	FE8/FE17/FE24/FE30
9.	FL précis of L1 text	précis in the foreign language of a written English text	FE35
10.	FL reporting	making a written report in the foreign language from any sort of source	FE17/FE21/FE35
11.	FL shorthand/dictation	taking dictation in the foreign language in shorthand	FE16
12.	oral FL summary of FL speech	oral summary in the foreign language of speech in the foreign language	FE24
13.	oral FL summary of FL text	oral summary in the foreign language of a foreign language text	FE24
14.	translation FL--L1	written English translation of written foreign language text	FE2/FE6/FE8/FE9/FE17/FE24/FE34/FE35
15.	translation L1--FL	written foreign language translation of written English text	FE6/FE8/FE9/FE17/FE34/FE35
16.	extempore translation FL--L1	oral translation into English of a spoken passage in the foreign language	FE9
17.	extempore translation L1--FL	oral translation into the foreign language of a spoken English passage	FE9
18.	oral translation FL--L1	oral translation into English of a passage written in the foreign language	FE9/FE23/FE35/FE38
19.	oral translation L1--FL	oral translation into the foreign language of a passage written in English	FE9/FE35

CHAPTER THREE

SCHOOLS

Introduction

Language syllabuses at school level present rather different problems of analysis from the syllabuses for Further Education examined in the previous chapter, since they differ from them in two major respects: (1) the degree to which they are oriented toward meeting general educational aims as opposed to vocational aims; (2) the consequent degree to which they concentrate on mastery of language skills in a non-specialist register as opposed to the application of those skills in language functions in specialist contexts. An obvious rider here must be the fact that at GCE 'A' level the study of language is traditionally paralleled by that of literature (though not often in a systematically integrated way), and that in certain syllabuses the literature content is now replaced or accompanied by the study of other aspects of the relevant linguistic community e.g. its history and geography.

These two features – absence of vocational orientation, with consequent absence of functions and contexts – have meant that analysis has centred chiefly on the question of skills. It is of course true that the elements of translation, dictation, précis etc. included in school syllabuses are potential bases for the development of functions, and that the tendency in some courses to group language activities around topics taken from real life facilitates further development of specialist contexts. However, it seems also true that, with the exception of those following GCE 'A' level courses, pupils learning languages at school do not intend to use foreign languages professionally. Analysis of functions and contexts is therefore inappropriate at this level. No attempt has been made to enter school syllabuses in the Application Table evolved for FE courses, but it should again be stressed that the criterion of applicability has been found useful to denote the nature of courses only; it is not a means of describing merits. The fact that school courses have an application rating of zero simply indicates that they are of a different type from the FE (and HE) courses entered in the table; it does not suggest that they are in some way inferior.

At a basic conceptual level, examinable school syllabuses sub-divide into two categories – those leading to CSE and those leading to GCE 'O' level, with the addition of GCE 'A' level which has no counterpart in the CSE category. In practice, the distinction between the two has become somewhat blurred, so that it is not always clear whether it is in fact one of kind or one of standard. However, one major feature remains clear, and this has in part dictated the scheme of analysis adopted in this chapter. It is that for CSE there exists at least a model against which the various schemes may be measured, but for GCE no such model exists. Section One of this chapter therefore contains an analysis of the way in which the fourteen CSE examining bodies differ from the notional norm, but in Section Two, one of the ten GCE 'O' level syllabuses is taken as a basis for comparison with the rest. GCE 'A' level, unlike 'O' level and CSE, forms a bridge or interface between secondary and tertiary education. Its dual role – that of school-leaving certificate for pupils not intending to pursue formal studies further, and that of qualifying examination for entry to universities etc. – gives it characteristics untypical of the other examinations. It is therefore surveyed in a third, separate section of this chapter.

SECTION ONE

CERTIFICATE OF SECONDARY EDUCATION (CSE)

1.00 *Genesis and nature of CSE*

Resulting from the interest and concern of parents, employers and, most of all, teachers in the schools for a new system of examinations which would more realistically reflect the attainments of a widening band of school leavers, the CSE was designed, unlike GCE, to meet, 'so far as is humanly possible, the individual needs of pupils in all their variety'.[1] It was to be offered on a subject basis and was not designed to test achievement simultaneously over the curriculum. Being intended to reflect and not inhibit the originality of the work being done in schools, the examination was, in fact, to be controlled by the teachers, who had therefore to face the problem of creating means of testing the results of their work at many levels of pupil achievement. As the Foreword to *Examinations bulletin no. 1* says: 'The establishment of the Certificate of Secondary Education presents the teachers with a unique opportunity to create, for the first time in our educational history, an examinations system which is wholly the servant of the school, reflecting the highest professional standards of the teachers who will control and run it . . . '

1.01 Unlike the CSE, the GCE replaced an older examination and to a large extent inherited its objectives. The content of GCE syllabuses in modern languages has remained ill-defined, although this examination permits single-subject entries while the old School Certificate required several subjects to be attempted at once. Developed through university-school liaison, the GCE serves to evaluate, in retrospect, a course of study, but at 'A' level it has also been considered predictive of likely performance at university and in other areas of higher education.[2] As such it has been not only a 'school-leaving' examination but an 'education-continuing' one. The CSE, on the other hand, is neither a selection test nor a competition for a limited number of prizes in the shape of university places. It is simply a means of describing the standard of attainment reached by different pupils at the conclusion of a particular subject course. The CSE was thus not intended to be regarded as a watered-down version of GCE 'O' level; in both conception and scope the two examinations are radically different. However, due to the demands of parents, and through them of employers, there now exists in many schools a system enabling pupils to transform a CSE qualification into a GCE one, usually via a one-year course in the sixth year. Moreover a Grade I pass in CSE is equivalent to a pass at GCE 'O' level. Thus what was originally intended to be a distinction in kind often appears to be more a difference in standard.

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[1] For this and other references in this section, see *Examinations bulletin no.1:* 'The Certificate of Secondary Education: some suggestions for teachers and examiners' of the Secondary Schools Examinations Council, HMSO, 1963.

[2] However, the effectiveness of GCE 'A' level as a predictor of university performance in specific subjects has several times been questioned.

1.02 'Effective teacher control of syllabus content, examination papers and examining techniques is the rock on which the CSE system will stand' is the somewhat biblical statement in the Foreword. It meant that teachers would have the opportunity to discuss their new examination aims and responsibilities in local and subject associations, and this is reflected in the framework of the examining boards, whose constitutional and administrative arrangements recognise the important part that the teachers must play. In general each of the fourteen regional Examining Boards comprises a Council, with related committees and panels (Examinations Committee, Finance and General Purposes Committee, Subject Panels etc). Membership of Council includes teachers nominated by the teachers' associations and those nominated by local education authorities, institute representatives etc. Membership of subject panels includes serving teachers, LEA representatives, members from Further Education and co-opted members. The Chief Examiner on a subject panel may be on the staff of a local school or may be from a school or university in another area. The aim of involving teachers in the system is therefore clearly achieved.

1.03 While examining boards are established on a regional basis, there is the problem of maintaining nationally comparable standards, and to do this a number of national conferences concerned with CSE have been held, together with regular and special meetings of the Standing Conference of the Boards. From a study of annual reports it is clear that there is also frequent exchange of representatives of boards to attend, for example, meetings of grading committees. As an instance, examiners, moderators and panel members from several boards took part in specially arranged exercises to compare standards in geography and art, first organised in 1970 by the Southern Regional Board and the South East Regional Board. In 1970 also members of various Modern Languages Panels attended a conference held by the Metropolitan Board to discuss the examining of oral French and the NFER conducts CSE monitoring exercises on behalf of the Schools Council.

Table 1

CSE 1971 numbers of successful candidates

LANGUAGE	GRADE 1 boys	GRADE 1 girls	GRADE 1 total	GRADES 2–5 boys	GRADES 2–5 girls	GRADES 2–5 total	ALL GRADES total
F	2,579	6,035	8,614	21,665	28,450	50,115	58,729
G	405	765	1,170	2,700	3,187	5,887	7,057
I	17	58	75	35	145	180	255
R	20	38	58	57	98	155	213
S	112	268	380	681	1,130	1,811	2,191
total	3,133	7,164	10,297	25,138	32,970	58,148	68,445

The approximate proportions of the five languages are therefore:
F–236 G–28 I–1 R–1 S–8, and all are predominantly girls' subjects.

Table 2

CSE SYLLABUSES ANALYSED

The following syllabuses are analysed in this chapter. They are referred to in the text by the index numbers they are given in this table.

INDEX NUMBER	BOARD	LANGUAGES
CSE 1	Associated Lancashire Schools Examining Board	F G S
CSE 2.1	East Anglian Examinations Board (N)	F
CSE 2.2	East Anglian Examinations Board (N)	G
CSE 2.3	East Anglian Examinations Board (N)	S
CSE 2.4	East Anglian Examinations Board (S)	F G S
CSE 3.1	East Midland Regional Examinations Board	F
CSE 3.2	East Midland Regional Examinations Board	G
CSE 3.3	East Midland Regional Examinations Board	R
CSE 3.4	East Midland Regional Examinations Board	S
CSE 4	Metropolitan Regional Examinations Board	F G S
CSE 5.1	Middlesex Regional Examining Board	F
CSE 5.2	Middlesex Regional Examining Board	G S
CSE 6.1	North Regional Examinations Board	F G
CSE 6.2	North Regional Examinations Board	S

continued on following page

Table 2 CSE Syllabuses analysed (contd.)

INDEX NUMBER	BOARD	LANGUAGES
CSE 7.1	North Western Secondary School Examinations Board	F
CSE 7.2	North Western Secondary School Examinations Board	G
CSE 7.3	North Western Secondary School Examinations Board	S
CSE 8	South East Regional Examinations Board	F G
CSE 9.1	Southern Regional Examinations Board (N)	F G R
CSE 9.2	Southern Regional Examinations Board (S)	F G S
CSE 10.1	South Western Examinations Board	G
CSE 10.2	South Western Examinations Board ('A')	F
CSE 10.3	South Western Examinations Board ('B')	F
CSE 11	Welsh Joint Education Committee[3]	F G S
CSE 12	West Midlands Examinations Board	F G S
CSE 13	West Yorkshire & Lindsey Regional Examining Board[3]	F G I S
CSE 14.1	Yorkshire Regional Examinations Board	F
CSE 14.2	Yorkshire Regional Examinations Board	G

1.04 The list of regional boards given above represents also a complete list of CSE language syllabuses, in which the column headed 'Languages' relates to Mode I. All the boards offer a Mode I examination in French and German, some in these two alone; others offer also Spanish and/or Russian, and in one case – the West Yorkshire and Lindsey Regional Examining Board – Italian. Some boards, while not offering for example Spanish, Italian or Russian at Mode I, do offer them at Mode III (external moderation of an internally assessed examination). This may be done for a variety of reasons, but for most boards it appears to be simply because the numbers taking a 'minority' language such as Italian do not warrant developing a syllabus with attendant subject panels etc. In this case the syllabus for the Mode III may well be modelled on a Mode I syllabus. Conversely, however, there are boards where, owing to the particular interest of a teacher or group of teachers, an alternative, Mode III, syllabus has been submitted in, for instance, French (e.g. the Mode III 'French studies' examination taken in 1971 by nine candidates under the auspices of the Associated Lancashire Schools Examining Board). Mode II (external examination of a school's own syllabus) seems to have lost ground to the other modes in all subjects in which comparison is possible. In languages it has never been much developed and the only cases discovered for 1970, for example, were set by the North Western Secondary Schools Examinations Board for Latin (one girl) and Esperanto (ten candidates).

1.05 While the CSE is, of course, a public examination, the lack of availability of information on modes other than Mode I, coupled with the fact that Mode I is sat by a very great majority of all candidates (e.g. Metropolitan Board, 1970, Mode I – 80,135 candidates / Mode III – 2,414[4]), has limited investigation to Mode I. It should also be noted that Mode III syllabuses are confidential in most cases to the school or group of schools concerned and are therefore not available for public scrutiny in the way that Mode I syllabuses are.

1.06 Despite the number of boards (14) and the aim of meeting, as far as possible, the needs of individual pupils, there are certain features stated in *Examinations bulletin no. 1* which are reflected in varying formulations in the syllabus of each board. For instance:

> 'that it is reasonable to expect that, after a five-year balanced course in a modern language, a pupil within the range of ability covered by the CSE will:
>
> 1) be able to understand the language when spoken by a native speaker talking on a subject within the pupil's experience, provided that the pace of speech is not too fast (though unnatural slowness should not be expected) and that unusual words or turns of speech are avoided;
> 2) be able to reply intelligibly in speech in the foreign language to straightforward questions on subjects within his experience;
> 3) be able to read with reasonable fluency and good understanding a straightforward prose passage in the foreign language;
> 4) be able to express himself with reasonable accuracy in speech and in writing in the foreign language on subjects within his linguistic experience;
> 5) have acquired some knowledge of the general background of the people who speak the language as their mother tongue (i.e. geography, history and general life).'[5]

The imprecision of such terms as 'straightforward', 'reasonable' etc. has been commented on earlier; however, it is possible that within the narrow compass of the CSE system they are sufficiently meaningful to provide a realistic basis for the design of syllabuses. The first analysis of the CSE syllabuses has been based on the way in which they develop the 'possible pattern' outlined in pp. 62–66 of *Examinations bulletin no. 1*. Here attention must be drawn to the significant precedence given in the above objectives to understanding, and the emphasis placed on the oral element.

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[3] The syllabus booklets list, however, only 'Modern Languages'; for details, consult examination papers and/or Annual Reports.

[4] MREB – *General report and results, 1970.*

[5] *Examinations bulletin no.1*, p.62.

1.07 Pages 62–66 of the *Examinations bulletin no. 1* deal with the 'content and syllabus and problems of examining', in order: translation – arguments concerning its inclusion and role; 'tests other than translational ones [that ensure] that candidates have an understanding of what they read'; comprehension exercises and exercises in summary; arguments as to whether 'questions designed to test . . . understanding of the content . . . should be set and answered in the foreign language' are also examined. The Bulletin's awareness that 'candidates' imperfect *handling* of the foreign medium will [perhaps] obscure what might be their perfect *understanding* of the foreign text' raises two important issues: the distinction between comprehension and composition; the overlap of language skills, both within and across language frontiers. The Bulletin's implied recognition of such overlap may perhaps be seen in the statement: 'candidates' understanding of the spoken word can to some extent be measured in written answers'. Similarly, the recognition of the possible danger of the 'quiz' element in tests of background knowledge touches upon a point developed later in this chapter.

1.08 Before examining the employment and distribution of language skills in the individual test-items set by the boards we should recall the theoretical basis on which the analysis rests. Theoretically, the four language skills are intricately interrelated; in the practice of teaching and for purposes of study they may be isolated, to a limited extent, into two categories, those involving comprehension and those involving composition. In general, it is the first of these groups, the comprehensional skills, that is most needed by the average learner, who is not intending to become a language specialist.

1.09 Using the original notional model, it is informative to analyse the 'possible pattern of examinations in a Modern Foreign Language' in terms of the encouragement of those skills which require composition (oral or graphic, in FL) and comprehension (auricular or ocular, in either FL or L1). In broad outline the format followed by a number of the boards is a division between written and oral tests. The distribution of questions across the (usually) two sections of the written tests varies a little but is in the main consistent with the 'possible pattern' suggested in *Bulletin no. 1*, i.e. there are four questions in Paper I and two in Paper II. In Paper II, however, these are not called 'questions' but 'parts' 'A' and 'B'.

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(1) Written Tests (a) Paper I 2 hours

1.10 Q.1 Composition: *'Candidates would write in the foreign language a composition of about 120 words on one of two subjects.'*

The Bulletin suggests that 'in any one year the subjects might be set from two' of three outlined. In practice, most boards offer a far wider choice; moreover, the incidence of the 'story based on a series of pictures' option is very high. In terms of the skills involved, the three options suggested in the possible pattern vary considerably:

i. 'a topic relating to everyday life' requires the candidate to employ, uniquely, the graphic compositional macroskill in FL;
ii. 'a story [in FL] for reproduction, which would have been read twice to candidates immediately before the start of the paper', requires of the candidate a very obvious combination of skills. He has: (a) to listen to FL (auricular comprehension); and: (b) to write in the FL (graphic composition);
iii. 'a story based on a series of pictures or on an outline or on questions in FL'; the first option involves the perception and interpretation of visuals (v factor), followed by graphic composition in FL, and hence differs considerably from the other options in iii. Both other options involve first ocular comprehension, and then graphic composition.

Thus in one question the options include four different combinations of skill.

1.11 Q.2 Comprehension: *'. . . a passage of about 150 words in the foreign language . . . be given, candidates being required to answer in English a number of questions in English designed to show comprehension of the passage.'*

This test is included by many boards, often under the title 'written comprehension' e.g.:

Metropolitan Board, FGS, though in Paper II, with questions and answers in FL;
cf. :
Middlesex Regional Board, F, as an alternative to 'General questions on France', with a value of 10%.

Other boards check comprehension via 'objective questions' in FL e.g.:

Associated Lancashire SEB, FGS, weighted 25%.

In terms of skills, the candidate must first read the passage (ocular comprehension) before performing a sort of mini-translation in order to answer the questions in English (graphic composition in L1) or, if the questions are given in FL and are to be answered in FL – a possibility allowed for in the rubric – the overlap will be ocular comprehension plus graphic composition in FL. In either case the role of composition in this test of comprehension is a very high one.

1.12 Q.3 Summarising: *'. . . candidates . . . give a summary . . . in about 50 words in the foreign language . . . of a passage of about 200 words in the foreign language.'*

In this test, too, the essentially compositional aim of the question is dependent for achievement on the display of comprehensional skill. This makes especially relevant the fact that '. . . words of

continued on following page

special difficulty, an understanding of which was important for a comprehension of the general sense of the passage, might be explained in footnotes . . .'

1.13 Q.4 Background knowledge: *'Candidates would be required to answer a series of sub-questions relating to the history, geography, culture and general life of the foreign country.'*

Here, as in the two previous tests listed, the precise means by which the candidates are to answer is not stated, though it may be inferred that what is required is a minimal form of writing in multiple choice tests of the type discussed below. As analysis of the practice of various boards will illustrate, this is a test in which the types of skill required and their distribution over FL and L1 are very diverse. In part this stems from the conclusion of the rubric: '. . . [candidates] would be able to answer the sub-questions in English, except as might be indicated in the question paper.'

(1) Written Tests (b) Paper II about 1 hour

1.14 Part A: Dictation: *'Dictation in the foreign language.'*

This is a very common traditional test which from the point of view of skills comprises the early stages of auricular comprehension (perception, discrimination and recognition of FL sounds) and the later stages of graphic composition (formalisation, encoding and scription in FL). It therefore embraces elements of two macroskills but does not test the whole of either. Indeed, the crucial stage of semanticisation need not enter, except in so far as correct formalisation and encoding are functions of it. Thus it becomes unclear precisely what is being tested.

1.15 Part B: Aural comprehension: *'A passage of about 150 words in the foreign language would be read aloud . . . [candidates] would be required to answer in English a series of questions in English relating to the passage.'*

This is the first time in the possible pattern that the term aural occurs, and the test is often referred to by the boards as the Aural. A more detailed examination of the nature of this test is given in paragraph 1.19.

1.16 Even such a brief examination of the written tests reveals the importance of two features: the concept of 'written' and the incidence of L1. Since these are to some extent related, they will in part be discussed together.

Of the six questions/parts in the written tests, four involve the candidate in writing, predominantly in L1, though in Questions 2 and 4 there is also the possibility of the inclusion of some element of FL (see paragraphs 1.11 and 1.13). In one of the six (Part A of Paper II) the candidate is involved only in a somewhat automatic stereotype of FL writing from dictation (see paragraph 1.14), and only in Question 1 on Paper I – Composition – is the candidate in any sense fully engaged in writing in the foreign language. The placing of this test as first in the series may indicate a certain importance; on the other hand, there is the skill overlap already pointed out in the options involving the interpretation of visuals (v factor) and ocular comprehension (reply to letter etc.). Thus the element of writing in FL in the written tests is really quite small.

1.17 The high incidence of L1 in the written tests is visible from the preceding paragraph. In the statement of objectives of 1963 the CSE examination explicitly emphasises the oral aspect of language and therefore – logically (as 'an examination in a Modern Foreign Language') – must emphasise equally the use of FL (see paragraph 1.06). However, scrutiny of the tests set by any individual board will show different interpretations. For example, the Middlesex Regional Examining Board F includes seven tests of which:

two (Q.1 – 'Comprehension' with questions and answers in FL, and Q.2 – 'Composition') involve the candidate totally in the use of FL;
one (Q.6 – 'Dictation') involves the candidate in a sort of writing in FL;
one (Q.3 – 'Translation') is from FL – L1 and therefore depends as much on graphic composition in L1 as on ocular comprehension of FL;
two (alternatives Q.4 – 'General questions on France', and Q.5 – 'Written comprehension') are totally in L1;
one (Q.7 – 'Aural') has questions and answers in L1.

What such a series of tests does in fact stress is the use of L1 to test comprehension of FL rather than active use of the foreign language. This is in complete accord with the objectives as stated and with the view that of the two types of skill – comprehensional and compositional – it is the first that is most required by the average language learner. What it also does, however, is to highlight the importance of the learner's command of his own language; hence the lament of an examiner for the Yorkshire Regional Examining Board '. . . if a candidate can do no better [than this] in his own tongue, it is unlikely that he will be able to master the intricacies of the foreign language . . .' (Examiners' Reports, 1970).

1.18 The written and aural elements of FL examinations reflect two distinct skill areas. Whereas a written test requires the candidate to engage in the graphic compositional macroskill, an aural test must engage him in the auricular comprehensional macroskill by listening to a FL passage, a series of questions in FL etc. Thus the central activity is in the one case composition and the other comprehension. A scrutiny of aural tests seems to indicate that by some boards such a distinction is both recognised and implemented, by others it is recognised but not acted on, and in a third group a rather indeterminate state obtains. The aural test is always included and, indeed, stressed; what varies, however, is the extent to which it does in fact test the auricular skills. The central question, perhaps, is whether or not it is possible so neatly to separate the skills and examine them discretely in tests in which they will not overlap. Can a single test be designed to match a single skill, or is an aural test really testing a combination of skills ? What in fact happens is that auricular comprehension is tested via graphic composition.

1.19 Certain boards include a specific aural test, e.g.:

CSE 5.2 : Aural comprehension : 10%
G : multiple choice questions in FL; four questions to be answered with ticks;
S : questions and answers in L1
(cf. written paper with three questions and weighted at 50%).

CSE 9.1 : Aural
FG R : i. FL passage with questions and answers in L1;
ii. Reproduction in FL of passage read in FL.

CSE 10.1 : Aural : 40%
G : i. dictation;
ii. Nacherzählung (dependent on oral and/or graphic reproduction i.e. composition);
iii. aural comprehension.

CSE 10.2 : Aural : 25%
F ('A') : i. dictation;
ii. aural comprehension: questions and answers in L1;
iii. aural comprehension: questions and answers in FL.

CSE 11 : Aural
FG S : i. dictation;
ii. aural comprehension.

CSE 14.1–2 : Aural
FG : i. narrative passage: where the questions and answers are in L1;
ii. dialogue.

The type of test, mix of skills and languages, and mark weighting all vary greatly even within this group.

In other boards there are implicit distinctions, inconsistently made, concerning some aspects of the aural, e.g.:

CSE 2.1–3 : FG S : Paper I – dictation;
aural comprehension;
Paper II – visual comprehension (reading a passage and answering FL questions in FL);
expression (composition).

CSE 2.4 : FG S : Paper I – comprehension
composition } written;
Paper II – aural comprehension;
reading comprehension.

CSE 4 : FG S : Paper I – aural comprehension;
dictation;
Paper II – comprehension
composition } written.
(Both are referred to in the syllabus as written papers . . .).

CSE 5.1 : F : Paper I – composition;
Paper II – dictation;
aural.

CSE 6.1–2 : FG S : Paper I – composition;
Paper II – dictation;
aural comprehension.
(FG have 30% for Paper II; S has 25%. allowing for 5% allocation in Paper I for questions on background. The examination aims at a balance of 40% for written work, 30% for aural, including dictation, 30% for oral. Paper II, though not labelled as such, is obviously designed to test the auricular skill.)

CSE 7.1 : F : Paper III – aural test;
dictation.
(For CSE 7.2 G the aural test is one of three including composition in written paper I; thus there is no distinction between comprehension and composition.)

CSE 8 : FG : One of the three written papers contains an aural test:
dictation;
aural comprehension.

CSE 9.2 : FG S : Paper I – aural comprehension: questions and answers in L1:
dictation
(included in Part B, written test).

CSE 10.3 : F ('B') : Paper II – dictation;
aural test (on tape).

In a third group of boards, the aural comprehension test, where the emphasis is clearly on the auricular skill, is included with composition in the written part of the examination. Dictation, where the skills involved are in fact mixed, is also included there. No attempt is made to group the different types of test, e.g.:

CSE 3.1 : F : Paper I contains aural comprehension and composition;
Paper II – dictation and written comprehension.

CSE 3.2 : G : a similar pattern, but with variations to allow for the inclusion of translation FL – L1.

CSE 7.3 : S : Paper I contains aural and composition;
Paper II consists entirely of dictation.

CSE 12 : FG S : Paper I contains aural and composition;
Paper II – dictation, plus comprehension and objective test.

CSE 13 : FGI S : Paper II – aural comprehension;
dialogue (writing in the second part);
background knowledge.

In CSE 1 FG S (Associated Lancashire SEB) there is apparently no aural section, except in so far as an aural comprehension test is part of the oral examination.

The above analysis indicates quite clearly that even boards which explicitly differentiate aural tests rely for comprehensional testing on a compositional response. Auricular comprehension is almost always tested by graphic composition, sometimes across language frontiers. A notable exception is the South Western Examinations Board F ('B'), which specifically lays down that answers shall be 'on tape'.

2.00 *Incidence of tests*

Further insights into the nature of the CSE examinations as they have developed out of the ideas put forward in *Examinations bulletin no.1* may be gained from scrutiny of the incidence in the fourteen boards of the various types of test, their mark weighting, etc.

2.01 *Translation FL – L1*

In accordance with the recommendations of *Bulletin no. 1* no board includes translation L1 - FL in its tests; many do, however, include translation FL – L1. Arguments concerning translation are laid out in *Bulletin no.1*, p.63, paragraphs 238–9. From the point of view of skills, translation FL – L1 involves ocular comprehension in FL and graphic composition in L1; it does not, at CSE level, become a language function (see Chapter Two, paragraph 1.10). Performance in one macroskill in one language is tested in terms of another macroskill in another language. The problem of the interrelationship of macroskills within a language is therefore further compounded by that of their relationship across language frontiers.

A representative sample of boards which offer translation is:

CSE 2.2	: G only – as an alternative to free composition. The Board's reasons for setting this option are interesting: '. . . the alternative passage for translation is included as an experiment in a paper that will probably be taken by fewer and abler candidates . . . It will then be the link with the more formal Advanced Level course work . . .' This illustrates the Board's thinking concerning both the nature of translation as an exercise and the relationship between CSE and GCE (see paragraph 1.01).	15%
CSE 7.2	: G only – here again in the German syllabus only, but not as an option. Lexis is set in dictionary terms.	15%
CSE 5.1	: F – the low weighting should be noted.	5%
CSE 10.3	: F('B') – one of the three tests in Paper I. The B syllabus is considered sufficiently different from the other variant ('A') to warrant a separate title, a more detailed statement of objectives and more varied tests (including translation), but the specification of content reads: 'See F ('A')'.	40%

In some boards translation FL – L1 is an alternative to 'comprehension' in its various forms, e.g.:

CSE 1	: FG S – alternative to comprehension with questions in L1.	20 marks
CSE 6.1–2	: FG S – alternative to comprehension (there is also another comprehension question, Q.2).	10%

CSE 14.1	:	F	– alternative to comprehension with questions in L1, as one of three tests in Paper I, written.	50%

In other boards the translation FL – L1 test is obligatory, e.g.:

CSE 3.2–4	:	G RS	(NB: not F)	10%
CSE 7.2	:	G	– (already quoted above)	15%
CSE 9.2	:	FG S	– (no weighting is stated by this Board).	
CSE 14.2	:	G	(NB: for F it is optional) – one of three tests in the written paper.	50%

Thus translation FL – L1 may be obligatory or an alternative to different kinds of comprehension tests, and with weighting ranging from 5% to an unspecified part of 50%.

2.02 *Composition in FL*

This is the test that involves maximum use of the graphic compositional macroskill in FL. The possible role of ocular comprehension and the interpretation of visuals (v factor) is pointed out elsewhere. Though this section is called composition, the term most frequently used by the boards is 'free composition'. In fact there is considerable variation in the degree of 'freedom' involved, since the candidate is frequently 'guided' by adherence to visuals, outlines etc. and by a limited choice of topics.

The role and place of composition in the tests of different boards may vary considerably, e.g.:

CSE 7.1	:	F	– guided composition.	25%
CSE 3.1–3	:	F	– guided composition.	20%
		G	– composition is replaced by translation FL – L1 (10%) as an obligatory part of Paper I.	
		R	– written Paper II contains obligatory 'free composition' but in contrast to F is weighted only 15%, since for R the project is weighted higher at 20%.	15%
CSE 8	:	FG	– Q.3 – 'free composition in the form of a letter'; however, in place of this free composition the candidate may submit copies of four letters written in FL from a correspondence undertaken during the past 18 months.	Weighting 1 (of 8)
CSE 9.1	:	FG R	– Q.1, written Paper I – free composition – a reply to a letter. It is explicitly stated that 'credit will be given for use of tenses other than the present'.	(not weighted)
			cf. CSE 12 (West Midlands) FG S, where in free composition, weighted 25%, 'high marks can be gained only if the appropriate tenses are used'. This may raise problems of the assessment of appropriateness.[6]	
CSE 10.1	:	G	– Q.1 – composition (120–160 words); 'choice of at least four subjects'.	1 part of 35%
CSE 14.1	:	F	– Q.3 of written paper or by external assessment; composition from six topics, 'including study of a set book'.	⅓ 50%

Moreover, the precise nature of the composition test may vary between languages within a given board, raising questions of marking policy and assessments of language distance (see Chapter One, paragraph 3.01), e.g.:

CSE 2.1–3	:	F	– 'expression' (written Paper II): 'Tell a story in the foreign language, based on a series of pictures . . . To ensure standardisation and objectivity in marking, as compared with "impression", there will be no choice of subject.'	15%
		G	– 'free composition' as an alternative to translation FL – L1 (see paragraph 2.01)	15%
		S	– 'free composition' (written Paper II): 'The free composition section will always offer a choice of subject, including a story contained in about six pictures.'	15%

2.03 *Multiple choice questions*

A tendency to use this technique is now visible in many of the CSE boards. The whole concept of multiple choice tests raises problems of analysis: are they in fact 'questions', or are they 'answers'? Examples of use are:

CSE 1	:	FG S	– written paper, Q.1, 'comprehension' with 'objective' questions in FL.	25 marks
CSE 5.2	:	G only (NB not F,S)	– in aural paper, 'multiple choice questions in FL, four questions, tick one'. The S alternative is questions and answers in L1.	10%
CSE 7.2	:	G	– Q.1, written response test.	10%

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[6] See B. Page, 'Content in Modern Language Teaching', *NALA Journal* no. 3, Spring 1972, for an analysis of tenses included by a representative selection of CSE boards in their examination schemes.

CSE 10.2	:	F('A')	– Paper I, Q.1, multiple choice comprehension, approximately 40 questions in FL and L1.	25%
CSE 12	:	FG S	– included in Paper II, with dictation, as Q.4, comprehension (two passages, with questions and answers on one in FL and on two in L1) and objective test (multiple choice questions in FL, 20/25 on knowledge of the country).	part of 25%

It is extremely difficult to decide in fact which skills Parts I and II of this examination aim to test, or to see according to what criteria Part I is seen as distinct from Part II. Part I includes aural and free composition, and Part II dictation, comprehension and multiple choice questions – with considerable overlap.

2.04 *Précis*

This is a very complex exercise in terms of skills, involving firstly comprehension (auricular or ocular, depending on whether the original passage is heard or seen); and secondly composition (oral or graphic) sometimes in FL, sometimes in L1. Examples of practice are:

CSE 5.2	:	G S	– summary in L1 of FL passage.	10%
CSE 10.1	:	G	– Nacherzählung in FL as one of three tests in aural section, weighted together.	40%
CSE 11	:	FG S	– précis in L1 (English or Welsh) as one of four tests in written paper.	40%
CSE 14.2	:	G	– Nacherzählung in FL as one of three tests in written paper.	50%

2.05 *The project*

In some boards, a project is an optional test; in others it is obligatory, e.g.:

optional

CSE 1	:	FG S		10/200 marks
CSE 10.3	:	F ('B')	– Paper IV, 'on any aspect of French life of interest to the candidate'.	(not weighted)

obligatory:

CSE 3.4	:	R	– 'project essay', 1000 words in L1, the second highest weighted test.	20%

2.06 *Background knowledge*

The sources, teaching and books etc. for background studies are almost inevitably in L1 for reasons of accessibility, complexity of descriptive vocabulary etc. The tests, often multiple choice questions, are sometimes phrased in FL, sometimes in L1, and involve ocular comprehensional macroskill in FL and/or L1.

Where the candidate is asked 'to write 3–4 sentences in English' about approximately 'ten – out of perhaps thirty – of the following', there is call for ocular comprehensional macroskill in FL and/or L1 and acknowledgement of comprehension by demonstrating graphic compositional macroskill in L1.

Thus the objective: 'knowledge of the people and country whose language one is studying' presents, on a language skills operational analysis of performance, an interrelationship of macroskills within one language and across language frontiers.

Examples of the exercises set to test background knowledge are:

CSE 1	:	FG S	– As one of four questions on written paper.	10 marks
CSE 2.1-3	:	FG S	– A separate section of the examination. To quote from the syllabus instructions: 'Background studies': 'The candidate is required to produce written evidence of a knowledge of France and the French (read Germany and the Germans, Spain and the Spaniards). This may be in the form of a project on one aspect of French civilisation, or a series of shorter studies on a number of aspects. It is emphasised that the work should be carried out within the last 18 months of preparation for the examination. It should be written mainly in English, but French (German/Spanish) may be included.'	15% (a high proportion, in view of the other tests in the exam. as a whole)
CSE 3.1-4	:	FGRS are set, and distinctions are made between the languages.		
		FG	– Q.3 'Background knowledge' (on Paper Two)	10%
		R	– 'Background knowledge' takes the shape of a 'project essay' (see section 'Project'), 1000 words in L1 and weighted second highest.	20%
		S	– Q1 on written Paper One; questions and answers in FL and in L1 on background.	25% (A very high proportion compared with other boards, and other tests for this board.)

CSE 5.1 :	F	– On written Paper One general questions on France (in L1) are set as alternatives to written comprehension (with answers in L1). So it is the subject-matter, and not the skills involved, which varies.	10%
CSE 6.2 :	S only	– Q5 on written Paper Two: 'National life and background'.	5%

In this Board the candidates' knowledge of national life and background is tested in Spanish only. This raises the question of inter-language comparability (see 2.07).

CSE 7.1 and 3:	Here a somewhat similar situation to the preceding obtains but in an extended form:		
	F (but not G)	– Background knowledge	5%
	S	– National life and background	5%
CSE 12 :	FG S	– As one of three tests on Paper Two, as objective test with multiple choice questions – 20/25 – in FL.	25% (shared with comprehension)
CSE 13 : (the only Board to set a Mode I exam. in Italian)	FGI S	– A scheme with options 'Alternatives A and B'. On Paper Two (for which the total weighting is 3) one test is background knowledge of geography, folklore, festivals etc. 'Alternative A' provides for the candidate to write 20 words (in L1) on 15 topics. Under 'Alternative B' the candidate writes 100 words (in L1) on three topics (chosen from the same range).	Weighting 1 (of 10)

A great degree of flexibility has been introduced by this Board which has obviously reflected on the difficulty of catering adequately for candidates from a large number of schools: 'This would mean setting so many questions, from which individual pupils would make their choice, that candidates would often have to devote much of the examination time to reading the questions and deciding which were likely to suit them best; they might then be undesirably hurried in their writing. If, on the other hand, only short replies were called for in response to a selection of easily-read questions, pupils would have no chance of revealing depth of knowledge, or taste, or discrimination, and the emphasis in school courses might come to be placed on the imparting of a mass of unrelated facts, with the "quiz" elevated to the status of a teaching method. In the circumstances, if knowledge of background can be tested in only one or two questions in the written papers, it might be best to give candidates as wide a choice as possible of easily-read questions and to enable them to show depth in at least some parts of the answers.'[7]

Some comprehension (written and/or aural) tests also incorporate an element of background knowledge in their questions, for answers in FL and/or L1.

On analysis, it seems that it is in Spanish that the test of background knowledge is most often set, a fact related to the question of inter-language comparability.

2.07 *Inter-language comparability*[8]

The difficulties, from the point of view of skill analysis, of measuring one macroskill in one language by performance in another macroskill in another language (e.g. translation FL – L1) have been pointed out in earlier sections of this report. To this problem is added the relationship of languages to each other(a) across language frontiers, and (b) with regard to distance of a given FL from L1.

Complete inter-language comparability is assumed, i.e. the question of language distance is ignored, by the Welsh Joint Education Committee, and West Yorkshire and Lindsey Regional Examining Board, which, in the syllabus handbook, quote only 'Modern Languages'. For further elucidation one must see the Examiners' Reports and past papers.

Inter-language comparability is assumed – to a lesser degree – by those boards whose scheme of examination is the same for FG and/or RS (i.e. 'German – see French'). However, there are concessions in certain areas, e.g. different weighting of the 'same' tests in e.g. German and Spanish (cf. Middlesex Board) 'Unprepared reading': German 5%, Spanish 10%.

3.00 *The oral test*

One of the most notable features of the CSE examination is the importance accorded to the oral test. This contrasts most particularly with the GCE examination where, for some boards, the oral test is calculated quite separately from the written sections, and where a failure in the one does not in any way affect chances of obtaining a high grade in the other. In the CSE there is an attempt at a balance between the written and the oral sections. With most boards this is achieved, but it is obscured by the fact that whereas the oral test may be accorded anything between 30 and 40% of the overall marks, the analysis and distribution of these marks are rarely made clear. (East Midlands R is an instance; East Anglian (North) G a counter case – a most detailed and careful analysis.)

The three tests most commonly incorporated in the oral section are:

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[7] *Examinations bulletin no.1*, p.64.

[8] cf. Mackey, *La distance interlinguistique;* although it cannot provide any very practical guide to such inter-language anomalies as occur in examination schemes. See also Otter 'Research by Examining Boards' (Comparability 2) in *Examining modern languages*, CILT Reports and Papers 4, 1970.

3.01 *Reading aloud.* This figures on most boards' schemes (except, quite specifically, that of West Yorkshire and Lindsey, who justify their decision in the Syllabus booklet), but it figures for different reasons. For CSE 2.1 it consists of sentences which are 'designed to test pronunciation and intonation'. In the syllabuses of many boards it is unclear whether the reading of the passage (or sentences) is followed by questions to test comprehension; it is, however, quite clearly stated in CSE 2.4 that 'No questions shall be put to the candidate on the passage'. Reading aloud is a test that allows little room for according credit for imaginative interpretation, and if it is not followed by questions it in fact tests only perception, discrimination and recognition – the first three stages, in manifestational terms, of ocular comprehension and the last three stages (formalisation, vocalisation and articulation) of oral composition. In other words, as with dictation, it embraces elements of two macroskills but does not test the whole of either. It is a test which is usually accorded only a small percentage of the overall mark (average 5%).

3.02 *Questions.* These come in all shapes, sizes, lengths, contexts, but it is particularly the stimulus for the question that is varied. Questions are asked 'on the Unprepared (reading) Passage' (CSE 2.2) and in 'conversation' tests.

3.03 *Conversation* may be on 'themes': a 'syllabus list of 70 questions . . . on 10 themes' – from 'myself' to 'geography/background' ranging from the easy to the more difficult and including exercises with expressions of present, past and future time (CSE 2.4). It may be on topics (CSE 5.2 and CSE 10.3); more often, however, it is based on picture(s), sometimes as an option (CSE 14.1–2), sometimes to the extent of a 'picture composition' (CSE 2.1 and CSE 4 alternative). The incidence of the visual element as a stimulus for composition (in this case oral composition) has already been touched on in Chapter One.

3.04 *The v factor – interpretation of visuals*

In various syllabuses concerned with elementary language work (CSE, SCE 'O' grade and also the Nuffield/Schools Council Experimental GCE 'O' level schemes) a desire (i) to evolve pure tests, i.e. those requiring performance in only one skill at a time, and (ii) to decrease the role of L1 in testing, has led to a heavy reliance on the use of visuals as stimuli with, in some cases, tests involving the use of visuals carrying a total value of over one third of the marks allotted to the whole examination. This involves the possible introduction of a new and unexplored problem of visual interpretation at various levels, including class and regional connotations etc. Where the v factor occurs in a significant proportion of the tests, there may be some consequent distortion.

3.05 A more obvious and immediate problem, however, concerns the quality – from a purely cognitive-perceptual point of view – of the visual stimuli. For example, one board has, for the picture story option in the composition section for French in 1970, a series of quite unambiguous pictures, providing the candidate with certain essential information; indeed the Examiner's Report confirms that 'Hardly a candidate found the outline given anything but clear . . .' In the German test, too, the outlines are bold and clear, but in the Spanish, in the same year and for the same board, the outline picture seems cognitively and communicatively quite imprecise. The Examiner's Report notes 'a decline in standard' generally and, in particular, 'those who chose [the picture story] often did not appreciate that there had been no previous connection between the woman and the boy' (two characters in the story). Clearly such lack of 'appreciation' is not a matter of language performance, but the result is nevertheless a 'decline in standard' in the execution of the test, for which the fault is the examining board's, not the candidate's.

4.00 *A sample analysis*

CSE 1

(1.15) i. Objectives

as stated : 'Candidate . . . should be able to understand . . . read . . . express himself with reasonable accuracy in speech and writing in FL . . . have acquired some knowledge of the general background . . .' (cf. *Examinations bulletin no. 1*)

in survey descriptors : Comprehension (auricular and ocular) of FL within a small range of non-specialist register topics, plus elementary composition (oral and graphic) within the same limits; graphic composition in L1, on some topics concerning the life and institutions in C2 on the level of 'background knowledge'.

ii. Tests as set

written :	1 – comprehension ('objective' Qs. in FL)	25
	2 – free composition (pictures, letter . . .)	35
	3 – comprehension (Qs in L1)	
	or 4 – translation (FL to L1)	20
	5 – background knowledge (in L1)	10
	project optional	
oral :	6 – reading	50
	7 – conversation	
	8 – aural comprehension	50
		190 marks

continued on following page

(1.09)iii. Language skills

FL – 170 marks	:	auricular comprehension	18%
		ocular comprehension	32.5%
		oral composition	18%
		graphic composition	21%
L1 – 20 marks	:	ocular comprehension	5.25%
		graphic composition	5.25%

(1.18)iv. Language contexts
(1.22) v. Language functions
Not applicable at this stage.

vi. Performance description

The candidate has an elementary ability to understand the spoken and written FL on a small range of topics from his everyday life, plus some ability to speak and write it within the same limits; he also has a knowledge, expressed in L1, of life and institutions in C2.

Table 3

SKILLS TESTED

BOARD	FL SKILLS comprehension hear 1	see 2	composition speak 3	write 4	total %	L1 SKILLS comprehension hear 1	see 2	composition speak 3	write 4	total %
CSE 1	20	28	20	20	88	–	6	–	6	12
CSE 2.1	22	16	15	24	77	–	4	–	19	23
CSE 2.2	20	16	18	23	78	–	4	–	19	23
CSE 2.3	15	16	23	23	77	–	4	–	19	23
CSE 2.4	10	21	32	31	94	–	3	–	3	6
CSE 3.1	25	10	20	25	80	–	10	–	10	20
CSE 3.2	31	16	13	20	80	–	3	–	17	20
CSE 3.3	15	24	15	19	73	–	1	–	26	27
CSE 3.4	25	22	15	17	79	–	8	–	13	21
CSE 4	26	13	15	34	90	–	5	–	5	10
CSE 5.1	22	24	20	21	87	–	3	–	10	13
CSE 5.2*	25	35	30	5	95	–	–	–	5	5
CSE 6.1	25	22	10	28	85	–	5	–	10	15
CSE 6.2	22	18	15	25	80	–	8	–	12	20
CSE 7.1*	30	15	17	20	82	–	9	–	9	18
CSE 7.2	22	18	15	25	80	–	6	–	14	20
CSE 7.3	22	22	18	28	90	–	5	–	5	10
CSE 8*	30	10	20	20	80	–	10	–	10	20
CSE 9.2	22	18	12	35	87	–	3	–	10	13
CSE 10.1	28	15	13	30	86	–	7	–	7	14
CSE 10.2	23	17	10	38	88	–	9	–	3	12
CSE 10.3	28	20	25	22	95	–	–	–	5	5
CSE 11	23	23	14	23	83	–	6	–	11	17
CSE 12	23	12	12	35	82	–	9	–	9	18
CSE 13	25	10	20	25	80	–	10	–	10	20
CSE 14.1	12	20	22	32	88	–	6	–	6	12
CSE 14.2	13	27	22	24	86	–	3	–	11	14
Spread	(21) 10–31	(18) 10–28	(22) 10–32	(18) 17–35	73–95		(9) 1–10		(23) 3–26	5–27
Average	22	18	18	25	84		5		11	16

* minor variations occur in these schemes

Notes:

i. The average of 84% in FL is very high;

ii. In all skill areas in FL the variation between boards is roughly 20%;

iii. The distribution (average) between comprehensional skills and compositional skills is roughly equal (comprehensional 40%, compositional 43%) in FL, which does not accord entirely with the objectives;

iv. There is a wide spread in the degree of writing required in L1 (23%).

NB: CSE 9.1 has been omitted because of lack of data.

Table 4 CSE SYLLABUSES 1971
see fold-out sheets opposite

Table 4

CSE SYLLABUSES 1971

(analysis provided by courtesy of the Schools Council
Modern Languages Project)

BOARD	SYLLABUS NOTES	ORAL	%	READING COMPREHENSION	%	OTHER TESTS (incl. e.g. background)	%	AURA
1. Associated Lancashire Schools Exam. Board (ALSEB) F G S	General definition of aims quoting *Exam. bulletin no.1*, p.62* F: *vocabulary* – FF1^{er**} *structure* – past historic recognition only G: guidance re structures S: 'recognise, understand and use all tenses and moods necessary to sustain a simple conversation'.	1. reading aloud 2. conversation Assessed by teacher in final year and externally moderated by sampling. Sample materials available on request.	5 21	1. Passage and true/false items in FL 2. Multiple-choice completion items 3. Passage + Q and A in English *or* Passage for FL--L1 translation.	13 10	Background information: 10/20-item multiple-choice test.	5	1. Obje test 2. Pass (150 Q an Engl
2. East Anglian E.B. (a) North F G S	General definition of aims based on *Exam. bulletin no.1*, p.62 1. suggested syllabus based on 12 topics; 2. outline of basic grammar; 3. detailed coverage of one topic (shops and markets) giving vocabulary, structures and background as illustration.	1. reading aloud of independent sentences 2.(a) picture sequence to be narrated and questions to be answered; (b) 10 general questions based on 5 of topics in syllabus.	10 20			Passage in FL and Q in FL to be answered in FL Course work: 'written evidence of knowledge of France and the French': a project or series of shorter studies. May be done in English. Dictation.	15 15 10	Passag in Engl
(b) South F G S	General definition of aims based on *Exam. bulletin no.1*, p.62 F: FF1^{er} ± a few items G: topic-based word list and grammar outline S: as for G.	Teacher based: guidance given but not compulsory: 1. reading aloud (a passage) 2. general conversation +2 or more of: (a) description of picture or object; (b) questions put by candidate; (c) conversation re foreign country; (d) role-playing; (e) story based on a picture sequence.	35	Passage + Q and A in English.	10	Passage in FL + Q in FL to be answered in FL (graded by difficulty) Dictation Background information: 10/20 open-ended questions in English.	10 10 10	
3. East Midland R.E.B.[1] F	FF1^{er} Past historic and conditional for recognition only.	Teacher based: guidance given. Assessment on scale A-E and unclassified. Moderation based on sample. 1. reading 2. conversation Suggested headings: (a) desc. of objects; (b) class activities; (c) personal; (d) story telling; (e) practical situations; (f) drama work.	10 30	Passage (200 words) + Q and A in English covering 20 points.	10	Dictation Background information: (a) Q and A in English on 8 set topics e.g. geography; any 6 to be answered; (b) one longer answer; one Q on each topic.	10 10	Passag words) in Engl ing 20
4. Metropolitan R.E.B. F	*vocabulary:* common words (not listed) associated with a list of topics e.g. family *structure:* declared content.	1. reading aloud 2. conversation *either:* (a) talk on prepared	7 23	Passage + Q and A in English.	20	Composition	20	

CSE SYLLABUSES 1971

(analysis provided by courtesy of the Schools Council
Modern Languages Project)

NOTES	ORAL %	READING COMPREHENSION %	OTHER TESTS (incl. e.g. background) %	AURAL %	WRITING %
inition of aims *m. bulletin no.1,* *lary* – FF1er** *e* – past historic tion only ce re structures ise, understand all tenses and necessary to a simple sation'.	1. reading aloud 5 2. conversation 21 Assessed by teacher in final year and externally moderated by sampling. Sample materials available on request.	1. Passage and true/false items in FL 2. Multiple-choice completion items } 13 3. Passage + Q and A in English *or* Passage for FL--L1 translation. 10	Background information: 5 10/20-item multiple-choice test.	1. Objective test 2. Passage (150 words) Q and A in English } 26	Composition 19 1 × 100–130 words *or* 2 × 60 words. Choice from: picture series of pictures dialogue to be continued topic outline in FL letter in FL to be answered.
finition of aims *xam. bulletin* d syllabus based pics; f basic ; coverage of one ops and markets) ocabulary, es and back- s illustration.	1. reading aloud of independent sentences 10 2. (a) picture sequence to be narrated and questions to be answered; 20 (b) 10 general questions based on 5 of topics in syllabus. }		Passage in FL and Q in FL to be answered in FL 15 Course work: 15 'written evidence of knowledge of France and the French': a project or series of shorter studies. May be done in English. Dictation. 10	Passage Q and A 15 in English.	Composition 15 120 words (past tense). No choice; series of pictures, with summary of action and questions underneath each.
finition of aims *xam. bulletin* ± a few items based word list ammar outline S.	Teacher based: 35 guidance given but not compulsory: 1. reading aloud (a passage) 2. general conversation +2 or more of: (a) description of picture or object; (b) questions put by candidate; (c) conversation re foreign country; (d) role-playing; (e) story based on a picture sequence.	Passage + Q and A in English. 10	Passage in FL + Q in FL to be answered in FL 10 (graded by difficulty) Dictation 10 Background information: 10/20 open-ended questions in English. 10		Composition 25 100–120 words. Choice from: (a) outline in FL *or* continuation of story, *or* title in FL; (b) letter outline *or* reply to letter; (c) series of pictures.
ic and conditional ition only.	Teacher based: guidance given. Assessment on scale A-E and unclassified. Moderation based on sample. 1. reading 10 2. conversation 30 Suggested headings: (a) desc. of objects, (b) class activities; (c) personal; (d) story telling; (e) practical situations; (f) drama work.	Passage (200 words) + Q and A in English covering 20 points. 10	Dictation 10 Background information: 10 (a) Q and A in English on 8 set topics e.g. geography; any 6 to be answered; (b) one longer answer; one Q on each topic.	Passage (250 words) + Q and A in English covering 20 points. 10	Composition 20 130 words in past tense based on series of 6 pictures *or* answer to letter *or* original letter *or* title *or* outline.
y: common words) associated with pics e.g. family declared content.	1. reading aloud 7 2. conversation 23 *either:* (a) talk on prepared topic (7);	Passage + Q and A in English. 20	Composition 20		Dictation 10 Passage in FL + questions in FL to be answered in FL. 20

		(b) class activities; (c) personal; (d) story telling; (e) practical situations; (f) drama work.			
4. Metropolitan R.E.B. F G S	*vocabulary:* common words (not listed) associated with a list of topics e.g. family *structure:* declared content.	1. reading aloud 7 2. conversation 23 *either:* (a) talk on prepared topic (7); (b) questions on prepared subject (4); (c) general questions (12); *or* (d) questions on picture or picture story (11); (e) general questions. All recorded and sample moderated.	Passage + Q and A in English. 20	Composition 20	
5. Middlesex (1970) F[2]	12 topics e.g. restaurant; *vocabulary* not specified *structures* outlined. NB: for 1971 school assessment rates 50% of final grade.	1. reading aloud 10 2. conversation 30 (a) general questions on set topics; (b) *either* pictures *or* project.	Passage + Q and A in English 10	Composition: 15 choice of 8 subjects e.g. letter, picture sequence, outline in FL *either* 1 × 120 words *or* 2 × 60.	Translati English.
6. North R.E.B. F G S[3]	Brief reference to 4 skills. F : FF1^{er} 'will have regard to . . . but will not necessarily confine themselves to . . .'.	1. reading aloud 10 2. conversation on everyday topics.[4] 20	Passage (150–200 words) + Q and A in English. 20	Composition: 20 1 × 120 words choice from – series of pictures outline letter.	*either* tra into Engl *or* passag + Q and English.
7. North Western S.S.E.B. F	F : general statement closely linked to exam techniques FF1^{er} + past hist. for recognition only; up to 5% additional vocab.	1. reading aloud 10 2. conversation (a) questions on picture; 5 (b) set questions in 10 sections not previously prepared by candidate; teacher asks 1 from each section; 10 (c) general conversation (3 minutes). 5	2 passages + Q and A in English. 15	Composition: 25 1. 110–130 words; choice from – picture series of pictures letter continuation of story; 2. 3/6 outlined situations or episodes to be continued or concluded: 35–45 words each. Present tense only permissible but credit given for variety.	2 passag Q and A i English.
G	G : brief statement of 4 skills 'correlate what he hears with what he writes'.	1. reading aloud 2. set questions based on reading passage 3. general conversation e.g. on a picture or on future career. } 30	Passage + Q and A in English. 15	1. questions on a picture or series of pictures (graded by difficulty): 10 2. composition: 20 100–120 words on – picture series of pictures title *or* letter.	1. passag Q and Englis 2. transla into En (dictio allowe Both p with a Germa backg
S	S : general language aims in terms of skills and background: topics suggested; *vocabulary* unspecified *structures* at teacher's discretion.	1. reading aloud 2. conversation cf. F } 25 + 5% for assessment. 5	15 incomplete sentences multiple-choice printed; choice written out by candidate or recorded. 15	1. questions based on a series of pictures; 2. composition: 60–80 words as reply to letter given in FL *or* expansion of outline. } 20	Passage in Englis

* See para 1.06.

** Français fondamental, premier degré.

Notes:

1 G: Oral cf. F; Aural – [illegible] 20%. Writing – written answers to spoken questions

passage + Q and A in English (10%); tra
English (20%).

	(e) practical situations; (f) drama work.				
mon words ciated with . family d content.	1. reading aloud 7 2. conversation 23 *either:* (a) talk on prepared topic (7); (b) questions on prepared subject (4); (c) general questions (12); *or* (d) questions on picture or picture story (11); (e) general questions. All recorded and sample moderated.	Passage + Q and A in English. 20	Composition 20		Dictation 10 Passage in FL + questions in FL to be answered in FL. 20
staurant; specified ned. hool s 50% of	1. reading aloud 10 2. conversation 30 (a) general questions on set topics; (b) *either* pictures *or* project.	Passage + Q and A in English 10	Composition: 15 choice of 8 subjects e.g. letter, picture sequence, outline in FL *either* 1 × 120 words *or* 2 × 60.	Translation into English. 5	Dictation 5 Passage in FL + questions in FL to be answered in FL. 15 Background: 5/15 short answers and 1 longer answer, set in English. 10
to 4 skills. have regard ill not confine to . . .'.	1. reading aloud 10 2. conversation on everyday topics.⁴ 20	Passage (150–200 words) + Q and A in English. 20	Composition: 20 1 × 120 words choice from – series of pictures outline letter.	*either* translation into English *or* passage in FL + Q and A in English. 10	Dictation 10 Passage in FL + questions in FL to be answered in FL. 10
tement closely xam techniques st hist. for n only; dditional	1. reading aloud 10 2. conversation (a) questions on picture; 5 (b) set questions in 10 sections not previously prepared by candidate; teacher asks 1 from each section; 10 (c) general conversation (3 minutes). 5	2 passages + Q and A in English. 15	Composition: 25 1. 110–130 words; choice from – picture series of pictures letter continuation of story; 2. 3/6 outlined situations or episodes to be continued or concluded: 35–45 words each. Present tense only permissible but credit given for variety.	2 passages + Q and A in English. 15	Dictation 10 Background: Q and A in English on topics e.g. Paris, transport etc. but syllabus not specified. 5
ment of 4 relate what with what he	1. reading aloud 2. set questions based on reading passage 3. general conversation e.g. on a picture or on future career. } 30	Passage + Q and A in English. 15	1. questions on a picture or series of pictures (graded by difficulty); 10 2. composition: 20 100–120 words on – picture series of pictures title *or* letter.	1. passage + Q and A in English 10 2. translation into English (dictionary allowed). 15 Both parts deal with aspects of German life and background.	
anguage aims of skills and und: topics ed; *ary* unspecified *es* at teacher's on.	1. reading aloud 2. conversation cf. F } 25 + 5% for assessment. 5	15 incomplete sentences multiple-choice printed; choice written out by candidate or recorded. 15	1. questions based on a series of pictures; 2. composition: 60–80 words as reply to letter given in FL *or* expansion of outline. } 20	Passage + Q and A in English. 15	Passage in FL + questions in FL to be answered in FL (in writing) 5 Background: 10/20 questions in English 5 Dictation 10

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r degré.

n 20%; Writing – written answers to spoken questions passage + Q and A in English, translation into English; nd an essay on any aspect of German life studied on the

tion 30%; Aural cf. F; Writing – graded questions, and translation into English (10%); Dictation (10%); Back-

passage + Q and A in English (10%); translation into English (10%); Project essay English (20%).

2 S and G differ as follows: Oral – 1. reading prepared passage of candidate's choice (5% 2. unprepared reading (10%); 3. conversation cf. F (25%). Passage + written Q and A G (20%). No passages + Q and A in English, but summary in English of passage in (10%). Composition cf. F (20%).

3 S *only* includes background test Q and A in English (5%); Dictation (5%).

Where the teacher has been appointed examiner by the Board, following attendance a

		story (11); (e) general questions. All recorded and sample moderated.			
5. Middlesex (1970) F[2]	12 topics e.g. restaurant; *vocabulary* not specified *structures* outlined. NB: for 1971 school assessment rates 50% of final grade.	1. reading aloud 10 2. conversation 30 (a) general questions on set topics; (b) *either* pictures *or* project.	Passage + Q and A in English 10	Composition: 15 choice of 8 subjects e.g. letter, picture sequence, outline in FL *either* 1 × 120 words *or* 2 × 60.	Translati English.
6. North R.E.B. F G S[3]	Brief reference to 4 skills. F : FF1er 'will have regard to . . . but will not necessarily confine themselves to . . .'.	1. reading aloud 10 2. conversation on everyday topics.[4] 20	Passage (150–200 words) + Q and A in English. 20	Composition: 20 1 × 120 words choice from – series of pictures outline letter.	*either* tra into Engl *or* passag + Q and A English.
7. North Western S.S.E.B. F	F : general statement closely linked to exam techniques FF1er + past hist. for recognition only; up to 5% additional vocab.	1. reading aloud 10 2. conversation (a) questions on picture; 5 (b) set questions in 10 sections not previously prepared by candidate; teacher asks 1 from each section; 10 (c) general conversation (3 minutes). 5	2 passages + Q and A in English. 15	Composition: 25 1. 110–130 words; choice from – picture series of pictures letter continuation of story; 2. 3/6 outlined situations or episodes to be continued or concluded: 35–45 words each. Present tense only permissible but credit given for variety.	2 passage Q and A i English.
G	G : brief statement of 4 skills 'correlate what he hears with what he writes'.	1. reading aloud 2. set questions based on reading passage 3. general conversation e.g. on a picture or on future career. } 30	Passage + Q and A in English. 15	1. questions on a picture or series of pictures (graded by difficulty); 10 2. composition: 20 100–120 words on – picture series of pictures title *or* letter.	1. passag Q and Englisl 2. transla into En (dictio allowe Both p with a Germa backgr
S	S : general language aims in terms of skills and background: topics suggested; *vocabulary* unspecified *structures* at teacher's discretion.	1. reading aloud 2. conversation cf. F } 25 +5% for assessment. 5	15 incomplete sentences multiple-choice printed; choice written out by candidate or recorded. 15	1. questions based on a series of pictures; 2. composition: 60–80 words as reply to letter given in FL *or* expansion of outline. } 20	Passage in English

* See para 1.06.

** Français fondamental, premier degré.

Notes:

[1] G: Oral cf. F; Aural – re-narration 20%; Writing – written answers to spoken questions on a picture 20%; Reading – passage + Q and A in English, translation into English; Background – short answers and an essay on any aspect of German life studied on the course.

S: Oral – reading and conversation 30%; Aural cf. F; Writing – graded questions, and passage + Q in Spanish (15%), translation into English (10%); Dictation (10%); Background questions (10%).

R: Oral cf. S; Writing – graded questions in Russian (15%); 100 word composition, choice from: continuation of comprehension passage or outline in Russian (15%); Reading – passage + Q and A in English (10%); tran
English (20%).

[2] S and G differ as follows: Oral – 1. reading
2. unprepared reading (10%); 3. conversati
G (20%). No passages + Q and A in Engli
(10%). Composition cf. F (20%).

[3] S *only* includes background test Q and A

[4] Where the teacher has been appointed exa
co-ordinating meeting he will assess the re
and marked externally. Conversation asses

lined. school tes 50% of	(a) general questions on set topics; (b) *either* pictures *or* project.		e.g. letter, picture sequence, outline in FL *either* 1 × 120 words *or* 2 × 60.	English. 5	Passage in FL + questions in FL to be answered in FL. 15 Background: 5/15 short answers and 1 longer answer, set in English. 10
e to 4 skills. have regard vill not y confine s to . . . .'	1. reading aloud 10 2. conversation on everyday topics.[4] 20	Passage (150–200 words) + Q and A in English. 20	Composition: 20 1 × 120 words choice from – series of pictures outline letter.	*either* translation into English *or* passage in FL + Q and A in English. 10	Dictation 10 Passage in FL + questions in FL to be answered in FL. 10
atement closely xam techniques ast hist. for on only; dditional	1. reading aloud 10 2. conversation (a) questions on picture; 5 (b) set questions in 10 sections not previously prepared by candidate; teacher asks 1 from each section; 10 (c) general conversation (3 minutes). 5	2 passages + Q and A in English. 15	Composition: 25 1. 110–130 words; choice from – picture series of pictures letter continuation of story; 2. 3/6 outlined situations or episodes to be continued or concluded: 35–45 words each. Present tense only permissible but credit given for variety.	2 passages + Q and A in English. 15	Dictation 10 Background: Q and A in English on topics e.g. Paris, transport etc. but syllabus not specified. 5
ment of 4 elate what vith what he	1. reading aloud 2. set questions based on reading passage 3. general conversation e.g. on a picture or on future career. (1–3) 30	Passage + Q and A in English. 15	1. questions on a picture or series of pictures 10 (graded by difficulty); 2. composition: 20 100–120 words on – picture series of pictures title *or* letter.	1. passage + Q and A in English 10 2. translation into English 15 (dictionary allowed). Both parts deal with aspects of German life and background.	
nguage aims f skills and nd: topics ; y unspecified at teacher's	1. reading aloud 2. conversation cf. F (1–2) 25 +5% for assessment. 5	15 incomplete sentences multiple-choice printed; 15 choice written out by candidate or recorded.	1. questions based on a series of pictures; 2. composition: 60–80 words as reply to letter given in FL *or* expansion of outline. (1–2) 20	Passage + Q and A in English. 15	Passage in FL + questions in FL to be answered in FL (in writing) 5 Background: 10/20 questions in English 5 Dictation 10

egré.

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20%; Writing – written answers to spoken questions ssage + Q and A in English, translation into English; an essay on any aspect of German life studied on the

n 30%; Aural cf. F; Writing – graded questions, and ranslation into English (10%); Dictation (10%); Back-

tions in Russian (15%); 100 word composition, choice nsion passage or outline in Russian (15%); Reading – passage + Q and A in English (10%); translation into English (10%); Project essay in English (20%).

[2] S and G differ as follows: Oral – 1. reading prepared passage of candidate's choice (5%); 2. unprepared reading (10%); 3. conversation cf. F (25%). Passage + written Q and A in G (20%). No passages + Q and A in English, but summary in English of passage in FL (10%). Composition cf. F (20%).

[3] S *only* includes background test Q and A in English (5%); Dictation (5%).

[4] Where the teacher has been appointed examiner by the Board, following attendance at a co-ordinating meeting he will assess the reading aloud. Otherwise this will be recorded and marked externally. Conversation assessed by the teacher may be moderated.

Table 4 (contd.)

BOARD	SYLLABUS NOTES	ORAL	%	READING COMPREHENSION	%	OTHER TESTS (incl. e.g. background)	%	AURAL
8. South East R.E.B. F G	General reference to 4 skills; attempt to make exam. situationally relevant to adolescent interests and tourist situations. F : FF1^{er} (minus subjunctive) G : outline of grammar for both, 20% marks given for school assessment of course work.	1. reading aloud 2. conversation; graded questions. Questions on background to be asked.	30	Passage + Q and A in English.	10	Letter (120 words) *either* reply to given letter *or* on a given topic (2 choices) *or* candidates may submit a folio of letters to a pen-friend.	10	Passage A in Engli
9. Southern R.E.B. (a) *North* F G R		1. reading aloud 2. conversation (a) short questions on simple topics e.g. age, home, family; (b) free conversation incl. questions on background. Also course work as basis e.g. file of correspondence diary of a visit. Project.		Passage + 5 Q and A in English.		Letter (180 words) in reply to a given letter.		Passage (350 word A in Englis
(b) *South* F G S		1. reading aloud 2. conversation: freely structured using e.g. maps, pictures provided by teacher; inc. continuous speech on 1 or 2 topics ascertained in advance: toys, course work, pc's may be provided by pupil.	10 40	Passage + 5 Q and A in English.	8	Composition (120–130 words) choice from: (a) picture sequence (b) letter (c) topic.	17	
10. South-Western E.B. F A	General statement of skills emphasis on aural/oral.	1. reading aloud 2. conversation on general topics; candidate will be expected to obey simple instructions. Part of the conversation may be based on a picture provided by the teacher.	25	Passage (100–150 words) + Q and A in English.	10	Composition (120–160 words) choice from: (a) picture sequence (b) letter (c) outline (d) dialogue.	25	Passage (words) + A in Englis
F B	General statement of 4 skills FF as a guide but not as a limitation of vocabulary and grammar.	1. reading aloud 2. prepared questions 3. conversation on assignment chosen from a number of previously prepared topics.	10 15 15	Recorded passage + Q and A in English.	10			
11. Welsh Joint		'It is hoped that teachers		Passage + Q and A		1. composition on every-		Passage (

S	ORAL %	READING COMPREHENSION %	OTHER TESTS (incl. e.g. background) %	AURAL %	WRITING %
4 skills; m. t to and b- mar arks given ssment of	1. reading aloud 2. conversation; graded questions. Questions on background to be asked. } 30	Passage + Q and A in English. 10	Letter (120 words) 10 *either* reply to given letter *or* on a given topic (2 choices) *or* candidates may submit a folio of letters to a pen-friend.	Passage + Q and A in English. 10	Dictation 10 Passage (aural) + Q and A in FL (written). 10
	1. reading aloud 2. conversation (a) short questions on simple topics e.g. age, home, family; (b) free conversation incl. questions on background. Also course work as basis e.g. file of correspondence diary of a visit. Project.	Passage + 5 Q and A in English.	Letter (180 words) in reply to a given letter.	Passage (300–350 words) + Q and A in English.	Re-narration (outline given).
	1. reading aloud 10 2. conversation: 40 freely structured using e.g. maps, pictures provided by teacher; inc. continuous speech on 1 or 2 topics ascertained in advance: toys, course work, pc's may be provided by pupil.	Passage + 5 Q and A in English. 8	Composition 17 (120–130 words) choice from: (a) picture sequence (b) letter (c) topic.		1. Dictation 8 2. 250-word passage + Q and A in FL (written) 3. also 100-word section of the passage translated. } 17
of skills oral.	1. reading aloud 2. conversation on general topics; candidate will be expected to obey simple instructions. } 25 Part of the conversation may be based on a picture provided by the teacher.	Passage (100–150 words) + Q and A in English. 10	Composition 25 (120–160 words) choice from: (a) picture sequence (b) letter (c) outline (d) dialogue.	Passage (200 words) + 5 Q and A in English. 10	1. Passage (150 words) + 10-15 questions in FL to be answered in FL (credit for both comprehension and expression). 15 2. Dictation 5 3. Re-narration based on a 100–150 word passage. 10
of 4 skills ot as a ulary and	1. reading aloud 10 2. prepared questions 15 3. conversation on assignment chosen from a number of previously prepared topics. 15	Recorded passage + Q and A in English. 10			1. Composition (125+ words) based on picture series and printed summary + spoken commentary 20 2. 250 word passage: 20 (a) 100 words trans.; (b) 150 words Q and A in FL. 3. Dictation 10 Optional project used for upgrading.
	It is hoped that teachers	Passage + Q and A	1. composition on every-	Passage (150	1. Dictation 12½

		previously prepared topics. 15			
11. Welsh Joint Education Committee F G S		'It is hoped that teachers will feel free to devise schemes best suited to the needs of their schools.' 1. reading aloud 10 2. 5 set questions from 25 (in 5 sections previously supplied to the school) 5 3. free conversation (topics suggested). 20	Passage + Q and A in English. 12½	1. composition on every-day topic given in outline in FL *or* letter (+ outline if necessary): 100–150 words 15 2. questions based on a picture. 5	Passage (1 words) + (A in Englis
12. West Midlands E.B. F G S		1. reading aloud (100 word passage) 5 2. conversation based on picture situations. Examiner may ask general questions or questions on a text studied during the course. 20	2 passages (2nd more difficult) + Q and A in English. 15	Composition (120 words) 25 choice from: set of pictures topic continuation of story. High marks are awarded only if the appropriate tenses are used.	Passage + A in Englis
13. West Yorkshire and Lindsey R.E.B.	General statement of 4 skills 'In assessing candidates whose written work is likely to be of a less high standard the panel . . . take into consideration the fact that such work, when read aloud, would sound reasonably correct; consequently errors of spelling and grammar not affecting comprehension will not be greatly penalised.' Attempts to introduce relatively simple questions at the beginning of each test.	1. reading aloud (100–120 word passage) 10 2. conversation: simple questions on everyday activities, hobbies, background studies, career etc. 'Candidates should be encouraged to talk on what interests them.' 20 Principle of internal grading validated by inter-school assessment.	Passage (250 words) + 10 Q and A in English. 15 The passage should lend itself to dramatic expression by the teacher.	Composition (200 words max.) 30 choice from: outline series of pictures letter. Present tense only permissible, but extra marks awarded for variety.	Passage (1 200 words and A in Er (based on everyday la
14. Yorkshire R.E.B. F	General statement of 4 skills *vocabulary:* FF1^{er} as basis *structure:* knowledge of the present, perfect, imperfect and future tenses and of imperative. School assessment contributes 50% of final grade (subject to statistical proviso). Final year's work assessed on skills exactly in proportion as exam. weighting.	1. Reading aloud (dialogue) 5 2. conversation 20 (a) 6 prescribed questions on a series of 6 pictures; (b) candidate puts 2 questions on same pictures; (c) narration of story from the pictures; (d) 6 general questions including perfect and future tenses.	1. Passage (150–160 words) read by teacher + Q and A in English. 2. Taped dialogue (190–200 words) + Q and A in English. } 25	1. 16 questions based on 8 pictures i.e. 2 per picture, 1 specific, 1 general 2. Composition (115–125 words) } 30 choice from: picture letter dialogue series of 6 pictures aspect of a chosen book Present tense only permissible, but extra marks awarded for variety.	Passage + A in Englis *or* Translatio English (not in 19
G	General statement of 4 skills School assessment as for F *structure* as for F with recognition of present and imperfect passive tenses.	1. reading aloud 5 2. conversation (as for F without (d)). 20	1. Passage 150–160 words) read by teacher + Q and A in English. 2. Taped dialogue (190–200 words) + Q and A in English. } 25	Questions in G based on pictures (cf.F). 10	

					3. Dictation 10 Optional project used for upgrading.
	'It is hoped that teachers will feel free to devise schemes best suited to the needs of their schools.' 1. reading aloud 10 2. 5 set questions from 25 (in 5 sections previously supplied to the school) 5 3. free conversation (topics suggested). 20	Passage + Q and A in English. 12½	1. composition on everyday topic given in outline in FL *or* letter (+ outline if necessary): 100–150 words 15 2. questions based on a picture. 5	Passage (150 words) + Q and A in English. 15	1. Dictation 12½ 2. Passage (300–400 words) in FL for summary in English about ⅓ length: notes and vocabulary may be given if necessary. 5
	1. reading aloud (100 word passage) 5 2. conversation based on picture situations. Examiner may ask general questions or questions on a text studied during the course. 20	2 passages (2nd more difficult) + Q and A in English. 15	Composition (120 words) 25 choice from: set of pictures topic continuation of story. High marks are awarded only if the appropriate tenses are used.	Passage + Q and A in English. 5	1. Dictation 10 2. Passage in FL + Q in FL to be answered in FL (written) 10 3. Objective multiple-choice test in FL, including questions on background: 20/25 questions. 10
of 4 skills dates k is s high . . . take the fact hen read d reason- quently nd ting ll not be uce uestions f each	1. reading aloud (100–120 word passage) 10 2. conversation: simple questions on everyday activities, hobbies, background studies, career etc. 'Candidates should be encouraged to talk on what interests them.' 20 Principle of internal grading validated by inter-school assessment.	Passage (250 words) + 10 Q and A in English. 15 The passage should lend itself to dramatic expression by the teacher.	Composition (200 words max.) 30 choice from: outline series of pictures letter. Present tense only permissible, but extra marks awarded for variety.	Passage (150–200 words) + 10 Q and A in English 10 (based on ordinary, everyday language).	Background: 15 short answer items out of 45 (in English). May include map question & Use of French test – write one half of dialogue (introduction in English). 15
t of 4 skills ' as basis dge of the mperfect and of nt con- nal grade ical ar's work exactly xam.	1. Reading aloud (dialogue) 5 2. conversation 20 (a) 6 prescribed questions on a series of 6 pictures; (b) candidate puts 2 questions on same pictures; (c) narration of story from the pictures; (d) 6 general questions including perfect and future tenses.	1. Passage (150–160 words) read by teacher + Q and A in English. 2. Taped dialogue (190–200 words) + Q and A in English. } 25	1. 16 questions based on 8 pictures i.e. 2 per picture, 1 specific, 1 general 2. Composition (115–125 words) choice from: picture letter dialogue series of 6 pictures aspect of a chosen book } 30 Present tense only permissible, but extra marks awarded for variety.	Passage + Q and A in English *or* Translation into English (not in 1972) 20	
t of 4 skills nt as for F with esent and tenses.	1. reading aloud 5 2. conversation (as for F without (d)). 20	1. Passage 150–160 words) read by teacher + Q and A in English. 2. Taped dialogue (190–200 words) + Q and A in English. } 25	Questions in G based on pictures (cf.F). 10		1. re-narration in 100 words of passage of 160 words: range of 5 topics from which the passage will be drawn: 20 Eine Reise nach Deutschland Ein Strassenunfall Auf dem Lande etc. 2. Translation into English c. 150–170 words; meaning given of unusual words essential for comprehension. 20

		from 25 (in 5 sections previously supplied to the school) 5 3. free conversation 20 (topics suggested).			
12. West Midlands E.B. F G S		1. reading aloud 5 (100 word passage) 2. conversation 20 based on picture situations. Examiner may ask general questions or questions on a text studied during the course.	2 passages (2nd more difficult) + Q and A in English. 15	Composition 25 (120 words) choice from: set of pictures topic continuation of story. High marks are awarded only if the appropriate tenses are used.	Passage A in Engli
13. West Yorkshire and Lindsey R.E.B.	General statement of 4 skills 'In assessing candidates whose written work is likely to be of a less high standard the panel . . . take into consideration the fact that such work, when read aloud, would sound reasonably correct; consequently errors of spelling and grammar not affecting comprehension will not be greatly penalised.' Attempts to introduce relatively simple questions at the beginning of each test.	1. reading aloud 10 (100–120 word passage) 2. conversation: 20 simple questions on everyday activities, hobbies, background studies, career etc. 'Candidates should be encouraged to talk on what interests them.' Principle of internal grading validated by inter-school assessment.	Passage (250 words) + 10 Q and A in English. 15 The passage should lend itself to dramatic expression by the teacher.	Composition 30 (200 words max.) choice from: outline series of pictures letter. Present tense only permissible, but extra marks awarded for variety.	Passage (200 words and A in E (based on everyday l
14. Yorkshire R.E.B. F	General statement of 4 skills *vocabulary:* FF1ᵉʳ as basis *structure:* knowledge of the present, perfect, imperfect and future tenses and of imperative. School assessment contributes 50% of final grade (subject to statistical proviso). Final year's work assessed on skills exactly in proportion as exam. weighting.	1. Reading aloud 5 (dialogue) 2. conversation 20 (a) 6 prescribed questions on a series of 6 pictures; (b) candidate puts 2 questions on same pictures; (c) narration of story from the pictures; (d) 6 general questions including perfect and future tenses.	1. Passage (150–160 words) read by teacher + Q and A in English. 2. Taped dialogue (190–200 words) + Q and A in English. } 25	1. 16 questions based on 8 pictures i.e. 2 per picture, 1 specific, 1 general 2. Composition (115–125 words) choice from: picture letter dialogue series of 6 pictures aspect of a chosen book } 30 Present tense only permissible, but extra marks awarded for variety.	Passage+ A in Engli *or* Translatio English (not in 19
G	General statement of 4 skills School assessment as for F *structure* as for F with recognition of present and imperfect passive tenses.	1. reading aloud 5 2. conversation 20 (as for F without (d)).	1. Passage 150–160 words) read by teacher + Q and A in English. 2. Taped dialogue (190–200 words) + Q and A in English. } 25	Questions in G based 10 on pictures (cf.F).	

	sections previously supplied to the school) 5 3. free conversation 20 (topics suggested).				
	1. reading aloud 5 (100 word passage) 2. conversation 20 based on picture situations. Examiner may ask general questions or questions on a text studied during the course.	2 passages (2nd more difficult) + Q and A in English. 15	Composition 25 (120 words) choice from: set of pictures topic continuation of story. High marks are awarded only if the appropriate tenses are used.	Passage + Q and A in English. 5	1. Dictation 10 2. Passage in FL + Q in FL to be answered in FL (written) 10 3. Objective multiple-choice test in FL, including questions on background: 20/25 questions. 10
of 4 skills dates k is high . . . take the fact en read d reason- quently d ing l not be ice estions each	1. reading aloud 10 (100–120 word passage) 2. conversation: 20 simple questions on everyday activities, hobbies, background studies, career etc. 'Candidates should be encouraged to talk on what interests them.' Principle of internal grading validated by inter-school assessment.	Passage (250 words) + 10 Q and A in English. 15 The passage should lend itself to dramatic expression by the teacher.	Composition 30 (200 words max.) choice from: outline series of pictures letter. Present tense only permissible, but extra marks awarded for variety.	Passage (150–200 words) + 10 Q and A in English 10 (based on ordinary, everyday language).	Background: 15 short answer items out of 45 (in English). May include map question or Use of French test – write one half of dialogue (introduction in English). 15
of 4 skills as basis lge of the nperfect nd of t con- al grade cal r's work exactly am.	1. Reading aloud 5 (dialogue) 2. conversation 20 (a) 6 prescribed questions on a series of 6 pictures; (b) candidate puts 2 questions on same pictures; (c) narration of story from the pictures; (d) 6 general questions including perfect and future tenses.	1. Passage (150–160 words) read by teacher + Q and A in English. 2. Taped dialogue (190–200 words) + Q and A in English. } 25	1. 16 questions based on 8 pictures i.e. 2 per picture, 1 specific, 1 general 2. Composition (115–125 words) } 30 choice from: picture letter dialogue series of 6 pictures aspect of a chosen book Present tense only permissible, but extra marks awarded for variety.	Passage + Q and A in English *or* 20 Translation into English (not in 1972)	
of 4 skills t as for F vith sent and tenses.	1. reading aloud 5 2. conversation 20 (as for F without (d)).	1. Passage 150–160 words) read by teacher + Q and A in English. 2. Taped dialogue (190–200 words) + Q and A in English. } 25	Questions in G based 10 on pictures (cf. F).		1. re-narration in 100 words of passage 20 of 160 words: range of 5 topics from which the passage will be drawn: Eine Reise nach Deutschland Ein Strassenunfall Auf dem Lande etc. 2. Translation into English c. 150–170 words; meaning given of unusual words essential for comprehension. 20

SECTION TWO

GENERAL CERTIFICATE OF EDUCATION (GCE)

ORDINARY LEVEL

1.00 In contrast to CSE, the GCE (introduced to replace the School Certificate) has come to be used essentially as a selection test, and candidates' results at 'A' level in particular are often considered predictive of likely future performance at university and in other areas of HE. Where the CSE is largely a teacher-oriented examination, the GCE developed under the aegis of the universities and is controlled in the main by their boards, although most of the latter stress in their handbooks the closeness of consultation with teachers' associations.

1.01 Here mention must be made of plans for formal links. In 1973/74 about 20,000 pupils will take part in an experiment in combined GCE and CSE examinations – the sample to include both those who would in other years have sat GCE papers and those who would have taken CSE. The project has an obvious bearing on the planned joint system of examination at 16+, approved in principle by the Schools Council in the summer of 1971.[9] Any firm proposal for the establishment of such a joint system would be subject to approval by the Secretary of State.

Examples of boards combining to offer a foreign language are the Associated Examining Board's joint syllabus in French with the Middlesex and Metropolitan Regional Examinations Board; the Joint Matriculation Board joint syllabus with the Associated Lancashire Schools Examining Board and North Western Secondary School Examinations Board; the University of London School Examinations Council's joint syllabus with the Yorkshire Regional Examinations Board and the Oxford Delegacy of Local Examinations' joint syllabus with the Southern Regional Examinations Board. There are obvious problems in this attempt to devise suitable syllabuses for such a wide spread of ability. In the detailed planning of the form of the examinations it is intended to incorporate the best of both GCE and CSE[10] – a complicated task of reconciling two systems which in conception are radically different. In GCE French, for example, a weighting of up to 85% is often put on the written papers, whereas in CSE the weighting of the oral section may be up to 50%.

1.02 Research into materials, aims and content of the two examinations, is, however, already well under way.[11] The SCMLP French Section at York, in planning the revised version of the Schools Council Continuation materials, looks at both GCE and CSE syllabuses from the point of view of both skills and content. In listening comprehension, for example, 'it is expected that GCE candidates will be able to understand spoken French at a more sophisticated level than CSE candidates (e.g. in terms of vocabulary, structures and length of passages)'. For content a detailed list has been drawn up of the structural objectives of the materials for pupils taking CSE and GCE. Structures – both 'receptive' and 'productive' – expected at GCE but not at CSE are listed in detail. The main differences between the two sets of aims are 'in the area of performance, not of coverage of skills, structures or vocabulary; more able pupils are expected to be more flexible, fluent and accurate in their use of the language, particularly when writing'.[12]

Table 5

GCE ORDINARY LEVEL — Entries FGIRS, Summer 1971

Candidates entering the GCE 'O' level examinations in the summer of 1971:

LANGUAGE	BOYS		GIRLS		TOTAL	
	entries	% pass	entries	% pass	entries	% pass
FRENCH	66,484	54·7	76,507	64·8	142,991	60·1
GERMAN	15,463	56·2	19,692	64·7	35,155	61·0
ITALIAN	966	58·6	2,490	69·3	3,456	66·3
RUSSIAN	1,662	63·1	1,483	68·1	3,145	65·5
SPANISH	4,069	55·5	6,901	61·9	10,970	59·6

The approximate proportions of the five languages are therefore: F-48 G-12 I-1 R-1 S-4, but the pass rate is lowest for FGS (numerically the biggest languages) and hence highest for IR (the smallest). FGIS are predominantly girls' subjects, but R is not. Comparison with past years shows a decrease in entries for FIR (for F it is noticeable – 142,991 as compared with 145,930 in 1970) but the corresponding CSE figures show an increase in FGIS (again evident in F – from 43,228 in 1970 to 50,115), which suggests transfer from GCE 'O' level to CSE. In R there is an almost stationary figure, overtaken in the period by Italian.

2.00 The GCE examinations are currently operated by nine boards, none of which sets forth the objectives of its modern languages syllabuses. Discussion with members of the boards reveals, however, that they consider the objectives to be implicit in the schemes of examinations, and that the skills to be tested may be deduced from analysis of the tests. Indeed, it would appear that there is imprecision in this area, owing partly to a realisation that objectives expressed in terms of functions and contexts would not be entirely relevant, and that the principles of compilation of inventories of structures, lexical items, etc. are not yet sufficiently clear.

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[9] See *16+ Feasibility and development studies*, Schools Council Information leaflet, July 1972.

[10] M. Macpherson, 'Schools Council backs 40 GCE-CSE courses', in *The Times Educational Supplement*, 28 April 1972.

[11] For a particularly detailed analysis see 'A Comparison of the Aims of the CSE and GCE Syllabus' in 'The Revision of the French Continuation Materials' by M. Buckby, published in *French from 13 to 16*, SCMLP Reports and Occasional Papers No. 62, July 1972.

[12] *French from 13 to 16* p. 19

Table 6

2.01 GENERAL CERTIFICATE OF EDUCATION (GCE) SYLLABUSES ANALYSED

The following syllabuses are analysed in this chapter. They are referred to in certain sections of the text by the numbers under which they are listed in this table.

Number	Board	Level	Languages	SCMLP*
GCE 1.1	Associated Examining Board	Ordinary	FGIRS	G
1.2		Advanced	FGIRS	
2.1	Joint Matriculation Board	Ordinary	FGIRS	S
2.2		Advanced	FGIRS	
3.1	Oxford Delegacy of Local Examinations	Ordinary	FGIRS	F
3.2		Advanced	FGIRS	
4.1	Oxford and Cambridge Schools Examining Board	Ordinary	FGIRS	
4.2		Advanced	FGIRS	
5.1	Southern Universities Joint Board for School Examinations	Ordinary	FGIRS	
5.2		Advanced	FGIRS	
6.1	University of Cambridge Local Examinations Syndicate	Ordinary	FGIRS	R
6.2		O/A	F	
6.3		Advanced	FGIRS	
7.1	University of London School Examinations Council	Ordinary	FGIRS	
7.2		Advanced	FGIRS	
8.1	Welsh Joint Education Committee	Ordinary	FGIRS	
8.2		Advanced	FGIRS	
9.1	Northern Ireland Schools Examinations Council	Ordinary	FGIRS	
9.2		Advanced	FGIRS	
10.1	Scottish Certificate of Education Examination Board**	Ordinary Grade	FGIRS	
10.2		Higher Grade	FGIRS	
10.3		Certificate of Sixth Year Studies	FG	

* Schools Council Modern Languages Project

** Though the Scottish Certificate of Education Examination Board is not a GCE Board, it is included here as it is primarily concerned with schools.

2.02 A scrutiny of syllabuses and past papers does nevertheless reveal a relatively common base for examinations in French, German, Italian, Russian and Spanish set by all the boards at 'O' level. This may be illustrated by turning to GCE 1.1, the Associated Examining Board, and setting out the scheme of examination; further analysis of the tests set by the other boards will show the similarities and differences.

Table 7

2.03 ASSOCIATED EXAMINING BOARD: 'O' level FGIRS

	marks	*% weight*
Paper I (1½ hrs.)		
1. Translation FL - L1	30	15
2. Translation FL - L1	30	15
Paper II (2 hrs.)		
3. Questions in FL on FL passage (use of language)	40	20
4. Composition (200 words)	35	17½
5. Dictation (½ hr.)	15	7½
Oral Test (c.15 mins.)		
6. Reading of a passage 7. Conversation on passage and on 'matters of everyday life . . .'	50	25
	200 marks	

2.04 Papers I and II, were they given names instead of numbers, might be referred to as the written papers. By contrast there are the oral test and the dictation. While it is possible to interpret from the tests set on Papers I and II the skills involved, it is not entirely clear, since no objectives are specified, what precisely the dictation is envisaged as testing. There is a very definite overlap of skills in

Questions 1 – 5; and in Questions 1 – 4, the written section of the paper, there is very heavy emphasis on ocular comprehension. In Question 3, for example, where the candidate is called upon to 'use [the] language', he must, before composing his answers, first read the original passage and next read the questions set on it. Thus his creative compositional use of the foreign language is dependent upon his prior ocular comprehension of it. This question has been developed in some detail because:

(a) it is the area which could be said to call most upon the candidate's creative language potential;

(b) it is the test which in this Board – and some others – replaces the L1 - FL translation[13] and

(c) it is the test weighted most heavily.

2.05 Contents of the different tests in terms of vocabulary and structures are nowhere specified; nor is there a general description of language items for inclusion or coverage. On a procedural level there is an indication for Question 4 that the composition should be 'about 200 words', and that a 'choice of subjects will be given'. As is normal for the GCE, the material to be covered is gauged by the teacher's experience, itself derived to a certain extent from past papers. Objectives, too, can only be derived from analysis of the tests. Otherwise the only indication concerns the oral test: '. . . great importance will be attached to the oral use of the language. One quarter of the total marks will be allocated to the oral test.' In the terms of this survey, objectives can be stated as:

> *Low level performance in auricular and ocular comprehension,*
> *with some oral and graphic composition in non-specialist registers.*

Table 8

2.06 Upon analysis the skills involved divide as follows:

	FL	L1	
auricular	13¾	–	13¾%
ocular	30	–	30%
oral	12½	–	12½%
graphic	28¾	15	43¾%
total	85	15	

2.07 As far as congruence of the tests with the deduced objectives is concerned, it is clear that despite the stated aim of attaching 'great importance to the oral use of the language' there is in fact a very small proportion of purely oral use (12½%). If to this we add the auricular, we obtain 26¼%, which is still lower than the graphic (28¾%) and the ocular (30%)[14]. The proportion of L1 is also high, but unavoidably so in an examination which includes FL - L1 translation. It is worth noting, in the light of preceding comments on the role of dictation, that a French Examiner in 1970 reports '. . . relatively poor performance in Dictation . . . many candidates . . . completely unable to represent spoken sounds in an intelligible written form'. In the examination as a whole there is a concentration on *ocular comprehension.* No alternative questions are set – although GCE 1.1 is unusual in this respect[15] and no question in the examination involves the interpretation of visuals. However, considerable changes are envisaged for future years.

2.08 One instance where GCE 1.1 differs from other boards has just been noted. GCE 2.1 illustrates well the alternative schemes which can be offered. Syllabus A covers FGS, with schemes varying for each language and also alternatives within each. Syllabus B covers the five languages, but the tests are grouped for FGS and for IR. In FGS the Joint Matriculation Board has evolved multiple choice tests together with the Cambridge Board (6.1). The Joint Matriculation Board is also an instance of a board 'introducing an aural comprehension test'.[16] Other boards which include aural comprehension (sometimes as an alternative to prose composition) are 3.1, 5.1, 6.1, 7.1, 8.1, 9.1 and 10.1.

Many boards, again different from the Associated Examining Board, do incorporate a visual element. In GCE 2.1 Syllabus A there is a picture option in the composition for F only. In Syllabus B there is a picture option in the composition for FGI but not for R or S. GCE 4.1 offers a 'Composition based on a series of pictures' in F only (and as an alternative to L1 – FL translation); in GIR and S the composition is 'based on an outline in the foreign language'.

Mention has been made earlier of the prose composition. Not all boards now make L1 – FL translation compulsory; indeed the tendency is rather to offer an alternative.[17] Schools Council Working Paper no. 19 recommends that 'boards might well agree to make translation from English into the foreign language at least optional in all first examinations'.

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[13] 'Several boards . . . have replaced the translation into French (and other languages) by comprehension tests of various kinds.' Schools Council Working Paper no. 19, *Development of modern language teaching in secondary schools,* HMSO, 1969.

[14] See para. 2.04

[15] See, however, 'Special syllabuses' in *A report on the Board's development of special syllabus examinations,* August 1972.

[16] Schools Council Working Paper no. 19, p.22.

[17] 'Many teachers, including some with very able pupils, begrudge the considerable time they have to spend with candidates for the ordinary level drilling them in translation from English into French – time which they would wish to spend on wider reading, on oral practice, and on writing guided and free compositions.' Schools Council Working Paper no. 19, p.21.

A test particular to the Cambridge Board's A/O level examination – offered in French only – is the précis, which in terms of skills involves ocular comprehension in FL and graphic composition in L1. In certain boards – notably 1.1, 3.1, 6.1 and 7.1 – there is a very heavy concentration on ocular comprehension, and in this context it could also be said of 3.1 and 5.1 that they are essentially written language examinations.[18] This is not the case of 10.1 (Alternative scheme) where, as a matter of policy, there is no element of graphic composition in the foreign language.

2.09 The foregoing comments have concerned those schemes of examination offered by the SCE and GCE boards. However, it is also possible for candidates to be examined on specially-approved syllabuses and alternative papers,[19] and of particular importance here are the experimental 'O' level schemes of the SCMLP. Since 1963 the Nuffield Foundation and later the Schools Council sponsored the development of audio-visual introductory courses in FGRS. For pupils in testing or associated schools helping to evaluate these materials, the examining boards agreed for an experimental period to provide special GCE 'O' level examinations. The following boards accepted responsibility for these languages:

French :	Oxford Delegacy of Local Examinations (first examination 1971)
German :	Associated Examining Board (first examination 1970)
Russian :	University of Cambridge Local Examinations (first examination 1969)
Spanish :	Joint Matriculation Board (first examination 1969).[20]

(It should be noted that Italian is not included in the work of SCMLP).

Table 9

SCHOOLS COUNCIL MODERN LANGUAGES PROJECT Experimental 'O' level

	FRENCH		GERMAN		RUSSIAN		SPANISH	
year	entry	% pass	entry	% pass	entry	% pass	entry	% pass
1969					202	56.4	176	54.4
1970			151	54.0	247	60.3	202	55.0
1971	105	77.1	355	46.5	328	65.5	405	57.5
1972	972	60.6	479	60.6	364	68.1	618	59.1

Figures by courtesy of SCMLP

The Nuffield/Schools Council examinations are the only 'O' level examinations in languages which are based on a known syllabus indicating lexis, structures and topic areas. The examinations also attempt, as far as possible, to isolate and test individual language skills.

2.10 The scheme of tests set for French, followed by an analysis of the skills actually involved in both FL and L1, is given below:

Table 10

Tests as set

Written	25%	
1. Questions based on pictures (FL)		8%
2. Picture composition (110-130 words FL)		10%
3. Letter in reply to letter (75-85 words FL)		7%
Comprehension	40%	
4. Listening :	written multiple choice FL answers to FL questions on FL recorded material	20%
5. Reading :	written multiple choice FL answers to FL questions on FL reading passage	20%
Oral	25%	
6. Reading aloud		5%
7. Questions based on pictures, leading to general questions		8%
8. Role playing (×2)		5%
9. Oral narrative based on picture sequence		7%

(NB: 10% originally awarded for Project, now discontinued, to be distributed over all the above).

Proportions of skills tested:

	FL	L1	
auricular	21		%
ocular	35	1	%
oral	15½		%
graphic	17½		%
total	89	1	%

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[18] cf. preceding note and 'they think that oral tests . . . should carry a much larger proportion of the marks'. ibid.

[19] Oxford Delegacy, *Regulations and syllabuses*, p.7.

[20] *Micklegate newsletter*, no. 3, January 1972, 'Examinations in Progress'. p.2.

Despite the aim of isolating and testing individual skills six of the nine activities tested require operation in two macroskills and in four of the nine the v factor is present. As for congruence of the tests with the objectives, this is very close in auricular comprehension, but in the other skill areas those tested differ from those aimed at to the following extent:[21]

	actual/aim
ocular comprehension	35/20
oral composition	15½/25
graphic composition	17½/25

As in the AEB scheme of examinations the comprehensional skills are in fact tested much more heavily than the compositional (ratio 56/33), although the stated aim is to give a weight of 40% only. There is virtually no use of L1, but interpretation of visuals is required in almost half of the examination.

2.11 'O' level examinations in modern languages are currently under fire. Questions too are being raised as to the nature and purpose of an examination at 16+. One of the questions facing the GCE language panels is that of the role of writing. Whereas GCE 3.1 and GCE 5.1 are heavily weighted towards the written language and graphic composition in particular, we have two clear polar statements from the Schools Council Modern Languages Project[22] on one hand, and the Scottish Certificate of Education Examinations Board on the other which in its 'Alternative' syllabus includes no element of foreign language graphic composition. The distance between the two poles is very great.

2.12 The Scottish 'O' grade may be compared roughly with GCE 'O' level, but the Higher (H) grade is normally taken only one year later and has no literature or civilisation component. This largely invalidates it as an entrance qualification for universities outside Scotland. (See also para 3.13 below.)

SECTION THREE

GENERAL CERTIFICATE OF EDUCATION (GCE)
ADVANCED LEVEL

3.00 As a second school examination, GCE 'A' level occupies a transitional position between the 'school leaving certificate' function of 'O' level (which candidates must normally pass before attempting 'A' level) and later work in higher education. Thus entry to 'A' level depends on success at 'O' level and any later academic specialisation in foreign languages depends usually on success at 'A' level.[23]

Table 11

GCE ADVANCED LEVEL — Entries FGIRS, Summer 1971

The following candidates entered the GCE 'A' level examinations in the summer of 1971:

LANGUAGE	BOYS		GIRLS		TOTAL	
	entries	% pass	entries	% pass	entries	% pass
French	9,361	66.1	16,382	72.7	25,743	70.3
German	3,001	73.2	4,650	76.9	7,651	75.4
Italian	309	69.9	613	80.1	922	76.7
Russian	429	82.8	417	83.9	846	83.3
Spanish	977	74.8	1,632	78.9	2,609	77.4

The approximate proportions of the five languages are therefore: F-28 G-8 I-1 R-1 S-2.5 and the pass rate is lowest in F (numerically much the biggest language) and highest in R (the smallest language). FGIS are predominantly girls' subjects; R is not. Comparison with the past year (1970) shows a decrease in entries in FI, though not in either case large, and an increase in GRS, in all cases equally small. The overall picture is therefore nearly static.

The proportions of languages as reflected in all school examination figures are as follows:

	F	G	I	R	S
CSE:	236	28	1	1	8
'O' level:	48	12	1	1	4
'A' level:	28	8	1	1	2.5

overall proportions:

	F	G	I	R	S
CSE and 'O' level	142	20	1	1	6

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[21] See Chapter Two, para. 1.06

[22] '[GCE candidates] . . . more flexible, fluent and accurate . . . particularly when writing.'

[23] On the relationship between 'A' level and CNAA courses see Chapter Four, para. 2.03.

3.01 According to the Modern Language Association: 'The 'A' level course is likely to attract (as it does now) the pupils who have been successful in their language study below the Sixth Form.'[24] They will normally pursue a two-year course of advanced study leading to the examination which will test their knowledge of the language, literature and – to a certain extent – the 'civilisation' of C2.

3.02 For 'A' level – as for 'O' level – the scheme of examination presented by the nine boards exhibits a relatively common core. The reasons for this may be sought in the genesis of the examination, reflecting the traditional pattern of language and literature degree courses at those universities for which the 'A' level serves as an entry qualification and, to a certain extent, a course preparation. In most cases little has been done to change the 'language/literature' 'A' level pattern; in other cases, however, extensive re-thinking has produced syllabuses where, for example, the emphasis is on the twentieth century 'likely . . . to be within the experience of young people aged 18 or 19 years . . . , reading . . . modern literature and other spheres that interest them.'[25]

3.03 Table 12 (the fold-out sheet opposite) shows the nature of the tests set at 'A' level by all boards.

Table 13

NON-LANGUAGE ELEMENT

No.	LITERARY TEXTS		OTHER TEXTS
1.2	5 questions: *either* 4 books *or* 3 books (from 7 books)	& &	1 topic 2 topics (from 3 topics).
2.2	4 or 5 questions; 3 from Section I and a 4th from Section II *or* 2 from Section II.		
3.2	4 questions from three Sections; 1 from A, 1 from B and 2 others.		
4.2	3 commentaries on literary texts + 2 essays, *either* on set texts *or* on author's work.		
5.2	4 questions each on different author out of 6 books. 1. 4 commentaries (a), (b) + 2 from (c), (d) and (e) 2. 2 essays from part A 1 essay from part B.		
6.3	4 questions: 2 (min.) on books for detailed study (2 × 1) + 2 on less detailed literary text;	*or*	2 on history/geography/ institutions/everyday life (post given date).
7.2	F & I: 5 questions GR & S: 4 questions, at least 1 each from A, B and C.		
8.2	5 questions: 2 from Section A + 3 from Sections B and C; Section A: textual analysis from 2 works – (a) anthology of verse (compulsory) (b) *either* prose *or* drama; B: essays on works in A.		Section C (optional) not more than 1 question on 'civilisation' (none for G, I, R or S).
9.2	4 questions from Sections on poetry, drama, prose; at least 1 from each.		
10.3	F: 2 questions from Sections B and C (only 1 from B – 17th and 18th c. – both may be from C) G: 2 questions on texts 'drawn mainly from 19th and 20th c.'	&	1 question from Section A – 'Civilisation'. ('Civilisation' is covered in Paper III(a) essay, where the topics are set exclusively in this area.)

3.04 It will have been noticed from these tables that the tests which are common to all boards are the 'unseen' (FL-L1 translation) and the 'prose composition' (L1-FL translation). The essay is also set by all boards, but in its particulars it varies widely – in subject matter, recommended length and number of choices.

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[24] For a more detailed analysis of the characteristics of the sixth former (sixth and seventh year of secondary school) see *Modern language courses in the sixth form*, MLA 1968.

[25] Associated Examining Board, *Modified syllabus in modern languages at 'A' level*. Similar recommendations are put forward in Schools Council Working Paper no. 28, *New patterns in 6th form modern language studies*. See particularly the suggestions for 'A' level reading-programmes.

Table 12

GCE SYLLABUSES ADVANCED LEVEL

	BOARD	PAPERS O. = Oral exam.	TRANSLATION L1--FL	ESSAY	TRANSLATION FL--L1	OTHER WRITTEN TESTS
1.2	Associated Examining Board	1. 2½ hrs. 2. 2 3. 3 0. 15 mins.	1 prose passage	1 essay on a subject related to the set topics and books.	1 passage	1 passage (750–800 wd to be summarised in English
2.2	Joint Matriculation Board	1. 3 hrs. 2. 1½ 3. 3 0.	2 passages	1 essay from choice of titles.	2 passages	—
3.2	Oxford Delegacy	I. 3 hrs. IIA. 1½ IIB. 1½ III. 2 0. ½ hr.	1 passage	1 essay from choice of titles.	2 passages	—
4.2	Oxford and Cambridge	I. 1½ hrs. II. 2 III. 2 IV. 3 0. ½ hr.	1 passage	1 essay from choice of titles (300–400 words suggested length).	2 passages	—
5.2	Southern Universities' Joint Board	I. 1½ hrs. II. 2½ III. 3 0.	1 passage	1 essay from choice of titles (F: 280–320 words; G/R: 250; S: 300 wds.).	2 passages, of which 1 is dialogue	—
6.3	University of Cambridge	1. 2½ hrs. 2. 2 3. 2½ 0.	1 passage	1 essay from choice of titles.	2 passages of which 1 may be a dialogue	—
7.2	University of London	1. 1½ hrs. 2. 2½ 3. 3 0.	2 passages	1 essay from choice of titles (FGIR: 1 of 6; S: 1 of 8 incl. L.Am.).	1. a prose passage and 2. *either* a dialogue *or* poem	—
8.2	Welsh J.E.C.	A1. 3 hrs. A2. 1½ A3. 2½ 0.	1 passage	1 essay from choice of titles ('topic of general interest').	1 prose passage (complusory) + *either* a prose passage *or* verse	—
9.2	Northern Ireland	I. 3 hrs. II. 2 III. 3 0.	1 passage	1 essay from choice of titles	2 passages	—
10.3	Scottish Examination Board	I. 2 hrs. IIa. 1 hr. 10 mins. IIb. 1 hr. 10 mins. III. 2 hrs. 0.	1 passage (F and G)	F: 1 from choice G: 1 (not less than 400 wds.) on a civilisation topic.	1 passage (F and G)	critical reading (choice between prose and verse)

Notes:

1.2 F only: Paper 1 in 2 parts:

A. Prose translation – 1½ hrs.
B. Essay – 1¼ hrs. (2¾ hrs.)

2.2 G: Paper 2 is 2 hrs.

4.2 The breakdown of test refers to FGI and S. For R as follows:

ES ADVANCED LEVEL FGIRS

PAPERS O.= Oral exam.	TRANSLATION L1--FL	ESSAY	TRANSLATION FL--L1	OTHER WRITTEN TESTS	ORAL
1. 2½ hrs. 2. 2 3. 3 0. 15 mins.	1 prose passage	1 essay on a subject related to the set topics and books.	1 passage	1 passage (750–800 wds.) to be summarised in English	1. reading passage; 2. conversation: on passage; general and related to topics and books.
1. 3 hrs. 2. 1½ 3. 3 0.	2 passages	1 essay from choice of titles.	2 passages	—	1. dictation; 2. reading aloud; 3. conversation: on passage read and on general topics.
I. 3 hrs. IIA. 1½ IIB. 1½ III. 2 0. ½ hr.	1 passage	1 essay from choice of titles.	2 passages	—	1. reading passage; 2. conversation; 3. dictation.
I. 1½ hrs. II. 2 III. 2 IV. 3 0. ½ hr.	1 passage	1 essay from choice of titles (300–400 words suggested length).	2 passages	—	1. reading passage; 2. conversation; 3. dictation.
I. 1½ hrs. II. 2½ III. 3 0.	1 passage	1 essay from choice of titles (F: 280–320 words; G/R: 250; S: 300 wds.).	2 passages, of which 1 is dialogue	—	1. dictation; 2. reading aloud; 3. conversation and discussion.
1. 2½ hrs. 2. 2 3. 2½ 0.	1 passage	1 essay from choice of titles.	2 passages of which 1 may be a dialogue	—	1. reading passage; 2. conversation; 3. dictation.
1. 1½ hrs. 2. 2½ 3. 3 0.	2 passages	1 essay from choice of titles (FGIR: 1 of 6; S: 1 of 8 incl. L.Am.).	1. a prose passage and 2. *either* a dialogue *or* poem	—	1. reading passage; 2. conversation; 3. dictation.
A1. 3 hrs. A2. 1½ A3. 2½ 0.	1 passage	1 essay from choice of titles ('topic of general interest').	1 prose passage (complusory) + *either* a prose passage *or* verse	—	1. reading; 2. conversation; 3. dictation.
I. 3 hrs. II. 2 III. 3 0.	1 passage	1 essay from choice of titles	2 passages	—	1. dictation; 2. reading aloud; 3. conversation.
I. 2 hrs. IIa. 1 hr. 10 mins. IIb. 1 hr. 10 mins. III. 2 hrs. 0.	1 passage (F and G)	F: 1 from choice G: 1 (not less than 400 wds.) on a civilisation topic.	1 passage (F and G)	critical reading (choice between prose and verse)	1. reading passage; 2. conversation: on passage; general and on a text or civilisation topic.

Notes:

1.2 F only: Paper 1 in 2 parts:

A. Prose translation – 1½ hrs.
B. Essay – 1½ hrs. (2¾ hrs.)

2.2 G: Paper 2 is 2 hrs.

4.2 The breakdown of test refers to FGI and S. For R as follows:

I. 2 hrs. (prose and essay)

	Delegacy)	IIA. 1½ IIB. 1½ III. 2 0. ½ hr.		choice of titles.		
4.2	Oxford and Cambridge	I. 1½ hrs. II. 2 III. 2 IV. 3 0. ½ hr.	1 passage	1 essay from choice of titles (300–400 words suggested length).	2 passages	—
5.2	Southern Universities' Joint Board	I. 1½ hrs. II. 2½ III. 3 0.	1 passage	1 essay from choice of titles (F: 280–320 words; G/R: 250; S: 300 wds).	2 passages, of which 1 is dialogue	—
6.3	University of Cambridge	1. 2½ hrs. 2. 2 3. 2½ 0.	1 passage	1 essay from choice of titles.	2 passages of which 1 may be a dialogue	—
7.2	University of London	1. 1½ hrs. 2. 2½ 3. 3 0.	2 passages	1 essay from choice of titles (FGIR: 1 of 6; S: 1 of 8 incl. L.Am.).	1. a prose passage and 2. *either* a dialogue *or* poem	—
8.2	Welsh J.E.C.	A1. 3 hrs. A2. 1½ A3. 2½ 0.	1 passage	1 essay from choice of titles ('topic of general interest').	1 prose passage (complusory) + *either* a prose passage *or* verse	—
9.2	Northern Ireland	I. 3 hrs. II. 2 III. 3 0.	1 passage	1 essay from choice of titles	2 passages	—
10.3	Scottish Examination Board	I. 2 hrs. IIa. 1 hr. 10 mins. IIb. 1 hr. 10 mins. III. 2 hrs. 0.	1 passage (F and G)	F: 1 from choice G: 1 (not less than 400 wds.) on a civilisation topic.	1 passage (F and G)	critical reading (choice between prose and verse)

Notes:

1.2 F only: Paper 1 in 2 parts:

A. Prose translation – 1½ hrs.
B. Essay – 1¼ hrs. (2¾ hrs.)

2.2 G: Paper 2 is 2 hrs.

4.2 The breakdown of test refers to FGI and S. For R as follows:

I. 2 hrs. (prose and essay)
II. 2 hrs. (unseen translation)
III. 3 hrs. (set books)
0. ½ hr.

5.2 No examination is set in Italian.

7.2 F (see *Circular No. 51*, February 1971); 'examinations held in Summer 1972 and thereafter translation from English into French and . . . from French into English . . . separated into two papers, viz. Paper 2 and Paper 3.'

10.3 The Certificate of Sixth Year Studies is offered in F and G only. The breakdown of tests gives details of the F scheme. G is as follows:

I(a)	1 hr.		translation into English
I(b)	1 hr. 10 mins.		translation into German *or* summary in German
II	2½ hrs.	(a)	critical reading
		(b)	literature (2 questions)
III(a)	1½ hrs.		essay in German
III(b)	¾ hr.		aural comprehension

This is the only examination at an advanced level to include an aural element.

0. ½ hr.					
I. 1½ hrs. II. 2 III. 2 IV. 3 0. ½ hr.	1 passage	1 essay from choice of titles (300–400 words suggested length).	2 passages	—	1. reading passage; 2. conversation; 3. dictation.
I. 1½ hrs. II. 2½ III. 3 0.	1 passage	1 essay from choice of titles (F: 280–320 words; G/R: 250; S: 300 wds.).	2 passages, of which 1 is dialogue	—	1. dictation; 2. reading aloud; 3. conversation and discussion.
1. 2½ hrs. 2. 2 3. 2½ 0.	1 passage	1 essay from choice of titles.	2 passages of which 1 may be a dialogue	—	1. reading passage; 2. conversation; 3. dictation.
1. 1½ hrs. 2. 2½ 3. 3 0.	2 passages	1 essay from choice of titles (FGIR: 1 of 6; S: 1 of 8 incl. L.Am.).	1. a prose passage and 2. *either* a dialogue *or* poem	—	1. reading passage; 2. conversation; 3. dictation.
A1. 3 hrs. A2. 1½ A3. 2½ 0.	1 passage	1 essay from choice of titles ('topic of general interest').	1 prose passage (complusory) + *either* a prose passage *or* verse	—	1. reading; 2. conversation; 3. dictation.
I. 3 hrs. II. 2 III. 3 0.	1 passage	1 essay from choice of titles	2 passages	—	1. dictation; 2. reading aloud; 3. conversation.
I. 2 hrs. IIa. 1 hr. 10 mins. IIb. 1 hr. 10 mins. III. 2 hrs. 0.	1 passage (F and G)	F: 1 from choice G: 1 (not less than 400 wds.) on a civilisation topic.	1 passage (F and G)	critical reading (choice between prose and verse)	1. reading passage; 2. conversation: on passage; general and on a text or civilisation topic.

Notes:

1.2 F only: Paper 1 in 2 parts:

A. Prose translation	– 1½ hrs.	(2¾ hrs.)
B. Essay	– 1¼ hrs.	

2.2 G Paper 2 is 2 hrs.

4.2 The breakdown of test refers to FGI and S. For R as follows:

- I. 2 hrs. (prose and essay)
- II. 2 hrs. (unseen translation)
- III. 3 hrs. (set books)
- 0. ½ hr.

5.2 No examination is set in Italian.

7.2 F (see *Circular No. 51,* February 1971); 'examinations held in Summer 1972 and thereafter translation from English into French and . . . from French into English . . . separated into two papers, viz. Paper 2 and Paper 3.'

10.3 The Certificate of Sixth Year Studies is offered in F and G only. The breakdown of tests gives details of the F scheme. G is as follows:

I(a)	1 hr.		translation into English
I(b)	1 hr. 10 mins.		translation into German *or* summary in German
II	2½ hrs.	(a)	critical reading
		(b)	literature (2 questions)
III(a)	1½ hrs.		essay in German
III(b)	¾ hr.		aural comprehension

This is the only examination at an advanced level to include an aural element.

FL-L1 translation is set to test comprehension by requiring the candidate to read matter in the foreign language and to render the passage in the mother tongue 'with due attention to precise detail and shades of meaning'.[26]

3.05 When the Schools Council was set up in 1964, it took over the functions of the Secondary Schools Examinations Council. These included responsibility for approving 'A' level syllabuses and for advising the Secretary of State on matters concerning examinations. Problems of apparent lack of parity of standards of marking and award of grades between GCE boards were discussed in the 'A' level Sub-Committee of the Modern Languages Panel in 1968 and 1969. Subsequently at meetings attended by the Chairman and representatives of the Schools Council's Modern Languages Committee and representatives and examiners of the GCE boards, it was decided to conduct an experimental exercise in sharing a common element in the 'A' level French papers of all boards in order to provide a common yardstick against which each board could assess its grading procedure. The exercise began in the summer of 1972 and will be reviewed after three years. French was chosen as the most widely examined language and prose translation was chosen as the common element for two reasons:

i. it was known to be the element most susceptible of exact assessment by a very large panel of examiners working to a common nation-wide mark scheme;

ii. although 'prose' was the element most frequently criticised (e.g. in Working Paper no. 28), some of those present at the discussion considered that the prose element might ultimately be replaced by some other form of test of 'use of the language' which would be less open to the criticism that its repercussions on teaching procedures were harmful. It was anticipated that if prose were to be replaced, the new test would slot into its place very appropriately as a suitable 'common element'. The boards agreed to press forward in a search for such a test of use of language in time for the review to be made in 1974/5.

The 'national' prose set in 1972 thus marked an important innovation. It was the first time that all the eight GCE boards in England and Wales had set an identical examination and marked it on a common, nationally agreed, mark scheme with a common team of examiners drawn from all the boards.

One and a half hours were allotted to the test. A specimen paper was issued before the examination giving schools an indication of the type of passage to be set.[27]

3.06 Mention has been made in preceding paragraphs of the language and literature characteristic; this is clearly brought out in the analysis of tests in 3.03. It is in this respect – and in the introduction of an element of *civilisation* – that the 'A' level examination most differs from the 'O' level. Before however turning to examine in some detail the non-language element in the different schemes, it is appropriate to note here the possibility of studying some literature at a standard that is pre-'A' level.

This possibility is offered by the Cambridge Local Examinations Syndicate – 6.2 – A/O level (already referred to in connection with the précis exercise, in the 'O' level section). It exists for French only: 'French Literature', and may not be taken with French (Advanced level). The paper is set in the summer only and consists of one 2-hour test. Three questions must be answered. Apart from 10.2 – the Scottish Higher Grade – the A/O is the only examination to bridge 'O' and 'A' levels, but the Higher Grade offers no literature. Effectively, therefore, the study of literature is the particular purview of the GCE 'A' level course.

3.07 The tests mentioned in 3.04 – FL--L1/L1--FL translation and essay – are not only common to all boards but, more importantly, are common to the 'O' level, as well as to the 'A' level, examination. This emphasises once again that the unique characteristic of all 'A' level courses is the study of literature, a fact everywhere reinforced in teaching and testing procedures. But the absence of clearly formulated objectives stems partly from a refusal to make a sharp distinction between practical and cultural aims in modern language teaching; indeed, the two theoretically unrelated tasks of teaching language skills and conveying appreciation of literary works have traditionally been treated in some degree together in a single curriculum. An attempt at synthesis is to be seen in the view of 'literature and civilisation' studies as a framework within which linguistic studies can be given meaning and relevance. The question of relevance is indeed one which has been taken up by those boards which have instituted an element of civilisation in their syllabuses.[28] The same can be said of the content and structure of the CNAA degrees,[29] in which the question of the contexts in which languages are studied becomes extremely important. There is some variation in what constitutes an 'A' level literature paper. 'It is probably reasonable to specify a programme of four to five books for intensive study over the two years.'[30] The programme stipulates intensive study of four (e.g. 7.2 GRS) or five (e.g. 7.2 FI) texts covering a period from the seventeenth to the twentieth centuries. In some cases (e.g. 7.2), the candidate is obliged to 'choose one text from each of sections A, B and C', thus ensuring broad historical coverage. In other cases the criterion for intensity of study is not historical but methodological: 6.3 sets 'questions on . . . books for detailed study' (in Spanish from Lope de Vega through to Bécquer), where the candidate, who must select at least two to treat in the examination, is called upon to 'i) Translate the . . . extract. ii) Assign it to its context . . . ' and to answer one other sub-question, usually referring to the character and/or role of the speaker. Other boards approach the study of texts differently again: 4.2 – in a demanding literature paper – asks candidates to answer three questions, the first of which requires that they 'write commentaries on four . . . passages' out of twelve set; they must then write essays on two out of the same choice of twelve texts.

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[26] *Modified syllabus in modern languages at 'A' level.* AEB (internal paper).

[27] *GCE: French at Advanced Level, 1972: notice issued on behalf of the Boards.* March/April 1970.

[28] e.g. 'The problem of the so-called "non-literary" pupil can be considerably reduced if he can see the relevance of what he is reading to his own problems.' AEB op. cit.

[29] See Chapter four (HE), para. 3.09

[30] MLA op. cit. p.8.

The commentary – embryo *explication de texte* – is also set in 9.2, where candidates must answer four questions. Section A 'Poetry and drama' sets a choice of questions for appreciation (FGS only) to test the candidates' ability to read and to think critically. The following are examples taken from the 1971 papers illustrating the variety of questions:

F : 'Write an appreciation and give a personal evaluation of *either* (i) Gautier's *L' hippopotame* or (ii) Baudelaire's *La vie antérieure*, paying particular attention to the way in which the poet's expression (choice of vocabulary and imagery; use of the verse-form; poetic effects of rhyme, rhythm etc.) contributes to his theme . . . '

G : 'Choose one poem each from the poems of Goethe, Heine and Rilke contained in this anthology, that you either know to have been set to music, or that you consider suitable for such setting; and explain why a composer might consider them particularly "singable".'

S : 'Analyse the following passage, explaining *in detail* (i) what the poet is saying; (ii) how he expresses himself (e.g. what verse form does he use? How does he use words? Does he gain special effects with rhyme, rhythm, imagery, etc.?), and (iii) your own personal reaction to the poem . . . '

3.08 A feature of the types of questions asked and their underlying principles is the degree of choice allowed to candidates for such 'intensive study'. This choice is very variable: 7.2, with the proviso that at least one question be taken from each of three sections, offers a range of some 36 texts. 8.2 offers very little choice; while there is some in French, in Italian there is virtually no choice (there are three questions on four heads – of which one, no. 4, offers a choice). Conversely, teachers appear to be responsible for the fact that their programme may sometimes be narrowly restrictive; witness the Northern Ireland Chief Examiner's Report on Spanish 'A' level, 1971: 'One specific problem is raised this year by the presence on the syllabus of two works by the same author. Candidates at several centres answered half of their literature paper on Lorca. While there is much to be learnt from comparing Lorca the poet with Lorca the dramatist, it seems a pity that this narrow concentration on one author means that other authors, equally attractive in their own way, should be neglected.'

3.09 The teachers' treatment of texts is related to candidates' actual performance on this section of the examination paper. While noting the often excellent standard reached, examiners of boards report as follows:

' . . . too many synopses of plot in lieu of answers; too much irrelevant material of all kinds; too many answers (often clearly prepared) to questions other than the ones on the paper.'
JMB Russian 1971. (See also 10.3 1970)

'Many answers did not relate to the questions set, being clearly composed of material rehearsed in advance, sometimes in answer to last year's questions in the case of books set for a second year.'
Cambridge Spanish 1969.

The second quotation spells out in detail defects hinted at in the first. However, such comments appear to reflect on teaching methods rather than on testing techniques.

3.10 If the study of literature at 'A' level is in fact closely linked to the development of a critical sense and a personal, individual valuing of acknowledged masterpieces of European culture, there is obvious justification for seeing it as separate from the practical task of teaching the use and manipulation of a language (including, for example, a certain amount of training in translation). It is for this reason that the candidates' comprehension is regarded as more important than their command of language, and that boards therefore see questions in this part of the examination as being most appropriately answered in English. Practice is, however, not consistent:

7.2 : 'Candidates may give their answers in English or French but no extra credit will be given for answers in French.'

This indicates the Board's expectations, with clarification presumably in the interest of the bilingual or francophone candidate.

cf. 6.3 : 'Answers to this paper must be written in English unless permission to answer in French has been previously obtained from the Syndicate.'

While it is obviously realistic not to insist on answers in FL, and no candidate should be allowed to jeopardise himself by attempting an obviously inadequate performance in FL, this neglects the important psychological factor of encouragement to use the language as a condition of literary appreciation.

To summarise views on the literature component of 'A' level examinations, it is worth quoting an Examiner's Report which brings out certain administrative aspects of performance ' . . . a good showing on the literature paper cannot compensate for a failure in language, and rightly so: – how much credibility can one attach to an apparently thorough understanding of four texts from widely different epochs in German literature, accompanied by a minimal showing on translation from the language, not to mention gross errors in writing it?' *Northern Ireland, German 'A' level examiner's report 1971*.

3.11 The non-language element shown in table 11 has traditionally comprised the 'intensive study' of literary texts. Certain boards, however, attach great importance to the study of the *civilisation* of C2. In some cases the approach to 'Paper III' is loosely encouraging to this area of study: 6.3 presents the option, in Section C, of a maximum of two questions to be answered on the history/geography/institutions and everyday life of C2, including, for Spanish, questions on Latin America. 8.2 offers the choice of answering 'not more than one question' on French – and, as from 1972, German or Spanish – (but not Italian or Russian) civilisation: 'The questions under this heading will deal with recent developments in French life and society, including such aspects as education, government, law, agriculture and industry. No book is prescribed for special study, but the following may be found useful: . . .' The six questions set in 1970 include such topics as:

> '*Un pays rempli de valeurs humaines et matérielles.* Show whether you agree with this view of France.'
>
> *or*
>
> 'Life in the provinces in France today.'

Other boards, recognising the importance of civilisation as a necessary adjunct to literary study, make such studies an integral part of the examination. 1.2 links 'each topic in Section A to one or more prescribed texts in Section B . . . That is to say, the works in Section B are prescribed not only because of their suitability as literary set books, but also because of their relevance to the topics which are prescribed in Section A, thus providing a useful cross-reference.' An example, taken from Russian, is:

> 'Section A, Prescribed topics
>
> (a)"Education and youth movements."
>
> The following books may be found useful, but are in no sense to be regarded as prescribed texts. Candidates may obtain their information from additional sources, indeed they are encouraged to do so.
>
> Meek – *Soviet youth*
> Grant – *Soviet education* . . .
>
> Section B, Prescribed books
>
> In this section the Board will seek evidence that the candidate appreciates the social significance of the literary texts he has studied and their relevance to a particular "topic"; that is to say, one of the discussion points will be the author's reaction to the major issues of his day.
>
> Paustovskii – *Story of a life* (Vol. I, Part II) . . .'

It will be noticed how the emphasis is on 'social significance'. Another board which integrates the study of civilisation is 10.3. (See paragraph 3.13 for detailed analysis).

3.12 An 'S' paper is offered by most boards in most languages. 'The Special Paper is intended to give candidates of high ability a chance to show their merit [usually] by tackling a prose composition of a more demanding character than the one set in Paper II, and by writing a commentary on a piece of prose or verse.'[31]

3.13 The Scottish Certificate of Sixth Year Studies (CSYS) requires separate mention. In September 1964 the Examination Board was asked to advise the Secretary of State on the form, standard and content of a post-higher grade examination. The provisions formulated for such an examination were approved; it was stated that 'the main purpose of a post-higher grade examination must be to promote the educational maturity of sixth-year pupils and to give direction and focus to sixth-year work by encouraging pupils who have completed their main subjects at the Higher grade to engage in independent study in depth of a particular subject. The examination will be designed for pupils of a fairly wide range of ability and will cater for more practical as well as for more academic subjects.[32] French was among the subjects to be offered in 1968. German was added in 1969. There is also in existence a document produced by the Association of Teachers of Russian on the proposed CSYS Russian examination with detailed examination scheme and questions. This paper (undated) argues against what it refers to as the 'literary bias' of the French and German examinations and for the inclusion of options relating to science and economics, with a view to candidates continuing to combined courses and CNAA degrees.

The Certificate is not intended to replace existing certificates and in particular it is in no way an alternative to the Higher grade, nor was it introduced with the intention that it should come to be regarded either by the universities or by the professions as a formal requirement for entry, though it has been suggested that such is increasingly its practical function.

For French the examination is made up as shown in Table 14 on the next page.

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[31] Oxford Local Examinations, *Examiners reports*, 1967.

[32] *The Scottish Certificate of Education Examination Board and its work*. Edinburgh, 1971. p.9.

Table 14

SCOTTISH CERTIFICATE OF SIXTH YEAR STUDIES (F)

Paper I	(2 hrs.)	a) Translation FL-L1 b) " " L1-FL	50 40	90 marks
Paper II(a)	(1 hr. 10m.)	Essay	40	70 marks
Paper II(b)	(1 hr. 10m.)	Critical reading	30	
Paper III	(2 hrs.)	Questions on set books and background knowledge		90 marks
Oral Proficiency				50 marks
				300 marks

Clear, careful and very detailed instructions are given about the type and standard of work expected from candidates in all the test areas. Regarding translation, the CSYS points out particularly that in L1-FL 'credit will be given for aptness of translation and elegance of style'; on the essay – 'mere length has no special merit; a well-composed essay, even if it is comparatively short, is preferable to a longer essay which is badly composed. The qualities to be looked for in an essay at the post-higher grade are the correct use of language, a sense of style and the orderly arrangement of relevant ideas.'

For the test of 'Critical reading' a choice between prose and verse is offered. It is designed (i) to test attentive reading and comprehension of the extract, (ii) to assess the candidate's response to it, and (iii) to make him realise that the text is the real springboard for literary studies, thus discouraging reproduction of second-hand ideas. Names of authors of the passages are not given, so that there is no temptation to introduce masses of irrelevant material. Appreciation is elicited by specific questions. By way of introduction a brief statement of the theme is required. This is aimed at showing the candidate's ability to extract the essence of any passage by summing it up succinctly. Paraphrasing of the text is to be avoided. As the CSYS handbook says, 'the main aim of critical reading is to develop the student's independent judgement and powers of analysis'.[33] It is interesting to note that when school-leaving (and immediately pre-HE) age candidates are taught to think and are encouraged to use their 'independent judgement', the 'performance of candidates in the critical reading paper impressed the examiners'.[34] However, as the German examiner reports, this test is 'the most demanding . . . confronts candidates with tests they have not met before in studying German; it examines proficiency in advanced comprehension, in stylistic analysis and in critical argument . . .'. But, again, 'some excellent work was produced and the way in which candidates rise to the challenge within the limits of their ability and experience is gratifying and often exciting'.[35]

This paper has been described in some detail since it represents one of the most individual facets of the literature section – a way into literature, backed by a command and understanding of language.

On Paper III the CSYS tests both set literary works and background knowledge. Candidates have to answer three questions, two on literature, one on civilisation. For the literature, a small number of books, forming Section (a), are drawn from the 17th and 18th centuries. The majority, forming Section (b), are drawn from the 19th and 20th centuries. In civilisation a choice of questions is set on each of nine wide-ranging topics.

The German papers for the CSYS differ from the French on three points:

i) as an alternative to translation into German the candidate may undertake a summary in German. However, in 1970 only 'two candidates attempted the summary question . . . there was some improvement in the use of the dictionary . . . evident that candidates still need some instruction and practice in this skill'.

ii) The essay, of not less than 400 words, deals with aspects of German civilisation; one question being set on each of the fourteen areas offered for study. (Questions on literature are included on a 2½ hour paper with critical reading.)

iii) The German paper of the CSYS is the only one to include an aural element at an advanced level of study. This testing of the auricular skill may possibly be incorporated in other, projected, modifications of 'A' level syllabuses.

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[33] *Certificate of Sixth Year Studies 1972*. Edinburgh, 1971.

[34] *Scottish Certificate of Education Examination Board, Report for 1970*, p.26.

[35] Ibid. p.28

CHAPTER FOUR

HIGHER EDUCATION

1.00 *Modern language courses in Higher Education*

1.01 Modern language courses in Higher Education (HE) fall into two main classes – those leading to the award of university degrees, and those leading to degrees awarded by the Council for National Academic Awards (CNAA). Neither category is at all homogeneous; university courses range from those concerned primarily with the study of literature, on the one hand, to such combinations as French and engineering on the other, and CNAA courses may in theory vary equally widely and do in practice span a considerable range. What in effect separates the two categories is the kind of institution which awards them; basically we have to do with modern languages at the universities, in the first category, and in polytechnics[1] in the second. This distinction is an important one, both for what it implies and, perhaps more importantly, for what it is sometimes wrongly taken to imply. Though the CNAA brief, discussed below, does not restrict the aims of courses submitted for its consideration, it is an undoubted fact that one of its objects is to make possible the inception of courses different in kind from the majority of university courses; it is an unfortunately inescapable fact that this difference in kind is frequently taken to imply also a difference in standard.

1.02 A feature common to both categories, and which presents a first major problem in any attempt to survey them, is that of the sheer number and multiplicity of courses. Quite apart from the constant shift – addition, revision, fusion and fission – that characterises the modern language scene at this time and will undoubtedly not lessen in the near future, there is the basic question of what amount of language has to be in a course for it to qualify for inclusion in the survey. If we are to consider the national provision of linguists, in response to national needs and demands, we must not only include courses containing components other than modern languages, but may have to concentrate on them. In fact, the brief is quite explicit in the sense of excluding from consideration university courses of 'the conventional language and literature type'. The constraints of the circumstances of the survey have imposed further limitations; this chapter is therefore devoted to an examination of undergraduate courses. It opens with a consideration of those concerned with degrees awarded by the CNAA.

2.00 COUNCIL FOR NATIONAL ACADEMIC AWARDS (CNAA)

2.01 Despite the fact that CNAA has been in existence for almost a decade, it is perhaps wise to begin a discussion of its degree courses with a modern language component by quoting from one of its own early statements (July 1966) in which some basic facts are set out:

> 'The Council for National Academic Awards is a self-governing body established by Royal Charter in September 1964. Through the powers granted by its Charter it awards degrees and other academic qualifications comparable in standard with those granted by universities, to students who complete approved courses in further education establishments which do not have the power to award their own degrees. The CNAA is in fact the only organisation in the country, apart from the universities, which can award degrees.'

2.02 In a series of policy documents, notably the *Statement no. 3* (November 1965) and its current *Regulations*, the Council laid down certain conditions which constitute a unifying factor amongst the participant colleges and courses, and some of these have been influential in determining the course of the present survey. In particular the major revisions introduced in 1971, and the consequent rethinking concerning the distinction between 'Ordinary' and 'Honours', have been important in deciding which courses to examine in detail. Such influential factors are considered below.

2.03 A first important factor which helps to place the CNAA system in perspective in the modern language field, as well as in others, is that of entry qualifications for its courses. *Statement no. 3* says:

> '3.2 The normal minimum requirement for entrance to a course leading to the Council's degrees, whether honours or ordinary, is:
>
> 3.2.1 for colleges in England and Wales, one of the following:
>
> A General Certificate of Education with passes in five subjects, including two appropriate subjects at Advanced level;
>
> A General Certificate of Education with passes in four subjects, including three appropriate subjects at Advanced level;
>
> An appropriate Ordinary National Certificate or Diploma at a good standard.
>
> Passes at a sufficiently high standard in the Certificate of Secondary Education will be accepted in lieu of passes at Ordinary level in the General Certificate of Education.'

Similar qualifications are stipulated for colleges in Scotland, and the significance of such a statement is that in general it compares closely with entrance conditions as they obtain at universities. The result is paradoxical: on the one hand, the quality of entrant for CNAA courses should not be significantly different from that at a university; on the other hand, his past experience of language study – conditioned by GCE syllabuses – is not always an ideal preparation for the kind of course he is most likely to find at a polytechnic.

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[1] and such other institutions as the Cambridgeshire College of Arts and Technology and Ealing Technical College.

2.04 The kind of course (as the syllabuses examined in some detail in this chapter will illustrate) is by no means narrowly restricted, the following decisions[2] being perhaps the most immediately relevant:

> 'The Council has decided that all degree courses in Languages . . . shall normally extend over four academic years.
>
> Furthermore, the Council has decided that for all degrees in Languages a minimum period of six months consecutive residence abroad under college guidance shall normally be required for each of the main languages of the course.'

These stipulations give the CNAA language courses a distinctive nature and separate them sharply from many conventional university courses. They do, however, introduce a series of problems at many levels: this question is discussed in Appendix I.

2.05 A further recommendation, which however emanates from the Languages Board as opposed to the Council and therefore has not the status of a stipulation, is that 'for a degree course in Languages not more than three languages should be studied, and of these not more than two languages should be offered as main subjects.'[3] In fact this is possibly something of an understatement, and good reasons are required for the inclusion of a third language. Nevertheless, several colleges have argued successfully, and it will be seen from the syllabuses examined that two of them (HE4, HE6) do include a third language. In HE3, too, a third language is studied for the first year, and provision is made for its maintenance afterwards.

2.06 Some indication of the stringency of the Council's overall demands is shown by the high proportion of proposed courses rejected or referred back for amendment:

Table 1

	proposed	approved	deferred	rejected
1965–66	7	2	1	4
1966–67	7	1	0	6
1967–68	7	3	0	4
1968–69	8	4	0	4
1969–70	9	3	0	6
1970–71	9	5	0	4
	47	18	1	28

Several of those approved were resubmissions of proposals first rejected (nine courses), and two courses were reapproved after the expiry of the five-year period for which they were originally approved. In both cases certain changes were introduced. Experience gained in such courses has assisted the Languages Board in clarifying its own ideas, many of which were set out in the document quoted above.

2.07 Before a course reaches the Council, however, and through it the Languages Board, it 'has first to obtain the approval of the Department of Education and Science (or in the case of courses put forward in Scotland, the Scottish Education Department) which, with the preliminary help of a Regional Advisory Council, assesses its viability in terms of student demand, college development and resources, and national economic and educational needs.'[4] It must therefore be assumed that each of the courses rejected (above) fell into this category; reasons for rejection are therefore of especial interest, particularly with reference to courses which were in fact approved.

2.08 A first possible reason for rejection concerns resources, including staff, rather than the course itself. If for any one or several of a whole range of reasons the college has not the physical accommodation or resources to mount and maintain a course, then that course cannot proceed, no matter how soundly conceived. Such factors do not illuminate the nature of courses approved and are therefore not relevant to this survey. Of more immediate concern is the nature of the course itself.

2.09 Here the *Suggestions for consideration by colleges* quoted earlier says, under the heading 'Standard and content of courses':

> 'For many colleges planning a degree course for submission to the CNAA one of the chief attractions is doubtless the opportunity it affords to experiment outside the "language-and-literature" structure of the more traditional university degree course.'

The basic problem arising from its expressed desire to encourage the inception of courses of a non-traditional nature is outlined in *Suggestions for consideration* . . . :

> 'This aim reflects the feeling that the Council was set up in order to *complement*[*] the work of the universities rather than to *duplicate*[*] it . . . It does however raise the difficult problem of ensuring that the new courses should be . . . "comparable in standard to awards granted and conferred by universities".'

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[2] Quoted from *Suggestions for consideration by colleges planning degree courses in languages for submission to the Council for National Academic Awards.* CNAA internal policy statement, 1972.

[3] Ibid.

[4] 'The work of a subject board and how it is carried out' in CNAA *op. cit.*

[*] our italics.

Examination of the list of courses given later in this chapter will show the extent to which this aim may be said to have been achieved, and the relationship between CNAA and universities is discussed elsewhere. The question of comparability of standards has in practice hinged largely on that of the relationship between language and non-language components in the CNAA courses.

2.10 In its discussions of this question throughout the several years of its existence, the Languages Board has evolved a terminology which is perhaps self-explanatory. Approaching the problem by considering what might properly constitute an honours course, the Board has decided that this must on the one hand demand *skill and information*, and on the other *cerebration and theory*. The language element is thought to provide the former, but in the absence of the study of literature, the second element – which stretches the student intellectually and requires 'depth' of study – must be sought elsewhere.

2.11 This combination of skill and information with cerebration and theory may, in the Board's opinion, be found in three kinds of course (though the possibility of others is not excluded). They are:

(1) 'Language study based on and combined with a systematic study of general and applied linguistics';

(2) 'The study of a language applied to a study *in some depth* of the economic, historical, sociological, institutional or political context of the country concerned';

(3) 'A combined study of language and another non-linguistic [non-language] subject, provided that the latter clearly supplies the necessary depth of study for an honours degree'.

In other words, the study of language may provide the skill and information, but the cerebration and theory necessary for an honours CNAA degree in modern languages must be provided by the study of linguistics, a social science or some other subject.

2.12 The alternative to an honours degree was, when the *Suggestions for consideration . . .* were drawn up, an 'ordinary' degree[5]. This, the Languages Board thought,

> 'could meet a very real demand from industry and commerce' and must, besides the high level of skill and information demanded, constitute 'a genuine attempt to provide an educational experience . . .'

The term 'ordinary' was later abolished, and in its *Revised regulations* of June 1971, the CNAA said:

> 'The Council remains convinced that courses proposed as leading to its degrees should be designed to match the intellectual capacities of the students enrolled as closely as practicable. However, experience is showing that, in some cases, a rigid distinction between ordinary and honours degree courses may not be in the interests of good educational developments in the future.'

The relevant paragraph in *Statement no. 3* was therefore to be superseded by 'a broader statement more in keeping with the ideas generally expressed in the remainder of the revised regulations'. These stated that 'the degree of B.A., B.Ed. or B.Sc. . . . will be awarded to a student who completes successfully any course approved by the Council for the award of a bachelor's degree. A student who attains the standard normally accepted as appropriate to the award of an honours degree will be awarded a degree with the class of honours gained.'[6]

The result is that the 'rigid division' into ordinary and honours is replaced by a sort of sliding scale with, perhaps, an element of uncertainty about the precise future status of some of the existing courses. Thus there may be courses designed to lead most students to honours; courses offering possibilities for some students to gain honours; courses not aimed at honours for any of the students; finally, students gaining a non-honours degree may take extra courses and then be re-examined for honours. For students who began their studies in the academic year 1972-73 the 'ordinary' category is not offered; for others too the nomenclature may be revised if the college and the students wish. Courses which have proved satisfactory need not be revised; for others, an opportunity for revision is now open. The uncertainty may centre on the question whether the new regulations signify a change of substance or merely a change of name.

2.13 The *Revised regulations* do not entirely resolve this uncertainty: at one level, at least, there is simply a change from the ordinary degree/honours degree division to one of degree/degree with honours. However, illumination is provided as to what the distinction between the two might possibly be. Thus the absence of honours options 'may be due to factors such as the following:

- the range of knowledge and ability expected of the students who will be enrolled;
- the course may be arranged for part-time students only;
- there may be limitations in the college's resources, particularly the availability of staff;
- the course is offered in a field which is relatively new as a first degree study and in which it is not yet possible to identify an honours component or to measure an honours achievement.'

Steps by which a student might achieve honours in a course not primarily designed for this purpose illustrate what this 'honours component' might be:

- 'study in greater depth of the subjects covered in the course';
- 'provision of separate teaching syllabuses';
- 'study of an appropriate wider range of subjects';
- 'study of "a different combination of modules".'

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[5] with or without 'commendation'.

[6] See *Courses and awards at first degree level*, CNAA, 1972.

2.14 It is important to distinguish between the two documents discussed in the preceding paragraphs, especially from the point of view of their status. The *Regulations* emanate, of course, from the Council itself and are therefore binding; the *Suggestions* emanate from the Languages Board and are, as the title of the paper indicates, not at all binding. What in fact they do is to suggest ways in which the Council's rulings might be applied to the field of modern languages. The new rulings, restated, seem to mean that a 'degree' (without honours) course is one intended for students unable, unprepared or without sufficient time to tackle an honours course; or one mounted by a college incapable of teaching an honours course or in a subject unsuitable for study for an honours degree. As compared with such a course, an honours course may be deeper, wider or different. These new rulings, however, appeared after the *Suggestions;* it is therefore not surprising that there are major discrepancies between theory and practice.

3.00 *CNAA courses*

3.01 In an earlier paragraph the question was raised as to what constitutes a modern language course, i.e. what proportion of language study it must contain. In this section reference is made to all CNAA courses with a language component, though not all are examined in equal detail. They fall into four categories, none of which coincides exactly with any of the three types of course outlined by the Languages Board in its *Suggestions for consideration . . .*

3.02 To the first category belong Applied Modern Languages courses which consist largely of the study of languages but differ from the Languages Board's type (1) in that the second component, with the main foreign language, is not linguistics but another foreign language or languages, sometimes equally important with the first foreign language (FL1) and sometimes subsidiary to it. This category includes two courses whose originally approved period had expired and which had been renewed by September 1972 – Applied Language Studies at Ealing Technical College (one main and one subsidiary language from FGRS) and Modern Languages at Lanchester Polytechnic (two main and one subsidiary from FGRS). They are listed in Table 3.

3.03 To the second category belongs a group of courses mounted at Portsmouth Polytechnic, which come close to the Languages Board's type (2). These form a homogeneous group and are therefore treated together (see Table 5) as Single Language Studies.

3.04 The Combined Studies in the third category all fall within the arts area but again do not coincide with any of the Languages Board's types in that the organising factor is not a 'country' or a linguistic community but either an 'area' or a group of disciplines. These courses are listed in Table 6.

3.05 The final group embraces arts and sciences, including applied sciences, e.g. engineering, but most commonly concerns subjects related to business and commerce. These courses come closest to the Languages Board's type (3), though with the proportions of the components inverted. The list is so varied that it is labelled Miscellaneous Studies (Table 7). Descriptions of all the courses mentioned above, extracted from the CNAA *Compendium of degree courses, 1972,* are given for reference in the following pages.

3.06 Not all these courses were the concern of the Languages Board. Indeed, though it may have been consulted about the language elements in some cases, either directly or indirectly via liaison with other CNAA subject boards, it was responsible for approving the courses in categories 1 and 2 only. The bulk of analysis in this section is therefore devoted to courses FE1–15, with only isolated examples of the remainder. Some explanation is necessary at this point concerning the system of analysis.

3.07 As in previous chapters, each course was first given a code number for ease of reference, the initials HE denoting 'Higher Education'. Table 3 lists ten such numbers; it should however be recorded that certain of them denote courses with both honours and ordinary streams, sometimes – as with the Holborn and Regent Street constituent colleges of the Polytechnic of Central London – quite different.* The total number is therefore more than ten, though only that number have been selected for analysis. Each course in this category is a genuine language course in that the bulk of the student's time and the greater part of the marks in the final assessment are devoted to the language components. The courses have therefore been analysed by the same techniques as employed in the chapter devoted to Further Education. For these courses an Application Table is also given (Table 4), though for reasons stated in that table it is incomplete.

3.08 Even though the courses in category 2, Single Language Studies, fall into the purview of the Languages Board, and those in category 3, Combined Studies, do not, these two groups share common features that separate them from the language courses proper of category 1, Applied Language Studies. They have therefore been treated together in a different manner. The analysis of FE courses and of HE1–10 was based on the three factors described in Chapter One – skills, contexts, functions – but in categories 2–3 the vital element of functions is absent. In other words, students following these courses develop certain language skills within the contexts of the non-language elements of the courses, but they are not trained to apply them in such functions as interpreting or translating. Such courses cannot therefore be assessed in terms of application ratings.

3.09 To a greater or lesser extent within quite narrow limits, the graduate of any such course may be said to command all four macroskills within the non-specialist register and within the contexts of the subjects studied in that course. A useful index of his performance is therefore that of contexts, and

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*Plans for merging these courses have now been approved, with effect from September 1973.

COURSE : DATE :

LANGUAGES : LEVEL etc.:

COURSE STRUCTURE

term	1	2	3	4	5	6	7	8	9	10	11	12	title of course

HUMANITIES (hours per week)

SOCIAL SCIENCES (hours per week)

SCIENCE & TECHNOLOGY (hours per week)

Notes:

Special subject options:

Others:

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* entered as a Language Context

SCP-12

analysis of such courses has centred on this factor. To facilitate this analysis, form SCP12 (course structure) was devised, a copy of which is given on p.67 for information. The data assembled on this form are set out in easily intelligible form in the analysis of HE11–16, HE18 and HE27.

3.10 Description of these courses was conducted under three headings:

objectives
course structure
role of language

each of which is discussed in detail below. It will be noted that such an approach is more descriptive than analytical, since the courses concerned contain only a reduced language component and the factor of application in language functions is not present.

3.11 The objectives of all the courses are quoted from the syllabuses or submissions to the CNAA Languages Board and are therefore not all couched in survey descriptors. Indeed, in many cases they are incapable of description in such terms, being concerned with either broadly educational aims or, more concretely if not necessarily more realistically, with employment prospects for graduates. In the light of interest in the 'very real demand from industry and commerce' detected by the Languages Board, it may be rewarding to resume such statements. For HE1–10 and 11–15 they include the following:

Table 2

CAREER PROSPECTS FOR GRADUATES AS STATED IN CNAA COURSE SYLLABUSES

SPHERE OF ACTIVITY	COURSES							
commerce	HE1	HE4	HE7	HE8	HE11	HE12	HE13	HE15
industry	HE1	HE2	HE4	HE8	HE11	HE12	HE13	HE15
teaching	HE1	HE2	HE7	HE8	HE11	HE12	HE13	HE15
Civil Service/government	HE1	HE2	HE4	HE7	HE8	HE11	HE12	HE15
international organisations	HE2	HE6	HE7		HE11		HE13	
journalism/information media	HE2				HE11	HE12	HE13	

Not unnaturally, the general formulations of objectives contain items that are less than precise and perhaps others that are less than likely. It is noticeable that in addition to commerce, industry, teaching and the Civil Service, all of which are sufficiently familiar to be intelligible without close definition, the glamour of mass-media journalism and international organisations figures large. How realistic such prospects are cannot with confidence be stated; precise needs in most of the spheres of activity listed are not known.[7] However, it is as well to recall that most of the colleges now offering CNAA degree courses have long traditions of vocation-oriented courses, together with long-standing relationships with branches of commerce and industry. A high degree of realism in such spheres must therefore be assumed. It is perhaps also worth repeating the statement made by the authors of HE4 (at Lanchester Polytechnic) which seems quite incontrovertible and ample justification for a number of the courses:

> 'There is a need in both primary and secondary schools, as well as in further education, for teachers who have not only been trained in the use of modern methods but have also themselves as undergraduates been taught by those methods. Those who have completed this course and undertaken a period of teacher training should be capable of employment in schools and of making a contribution to the development of new syllabuses and teaching methods.'

3.12 Further indication of the likelihood of achievement of the stated aims is also provided by the second part of the analysis, which is concerned with the structure of the courses. In this section the left-hand column states the area into which course-components fall, the middle columns give the average hours per week per term (and include the period of residence abroad where this falls within an academic year), and the right-hand column names the course-component according to the syllabus. Such an arrangement makes it possible at a glance to assess the organic nature of the courses, the degree of importance attached to each component and the relative weight of the language component in terms of hours of tuition etc. Scrutiny of syllabuses indicated that much remains to be done in defining the relationship between course-components. Such terms as preliminary/introductory, parallel/complementary etc. tend to be used indiscriminately, sometimes as though they were synonyms, sometimes not. In the scheme as set out in section (ii) of the analysis no attempt is made to define these interrelationships because of lack of firm evidence.

3.13 An influential element in most of the courses HE1–HE22 is the period of residence abroad, though the precise aim of this period is not uniformly agreed or, in some cases, fully worked out. This element of CNAA and university courses is discussed in Appendix I. Whatever the precise aim – improvement of language skills or closer study of some other aspect of the society whose language it is – it can safely be assumed that a period of at least six months spent in the country or countries whose language is being studied cannot but improve command at least of the comprehensional skills, enabling the student to have easy access to FL materials. Possibly even more important is that the student will have experienced the cultural shock of life in another society and another linguistic community; for this there is no substitute. To the language component as seen in the analysis of time spent at college, therefore, must be added concentrated exposure to the language in all its forms during residence abroad; and to the contexts – life and institutions in each country.

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[7] Hence the importance of the project now in progress at the University of York to discover the language needs and demands of British commerce and industry.

3.14 The third and final section of analysis of courses HE11 onward is a summary of the proportion of the final assessment devoted to language study, together with such details of the tests as are available. It will be seen from this section that the language component is about 40% in terms of final examination weighting for HE11–15 though it is by no means devoted to work in the FL. In two of the other courses analysed – HE18 and HE27 – the percentage is in each case c. 25%. The paucity of details in this section is due to a number of causes, especially the revision now being carried out as a result of the *Revised regulations* and the fact that many of the courses have not yet arrived at the final examination stage. In courses in the last category the language element is small and there is normally no mandatory residence abroad. An interesting exception is HE27 (International Marketing at Thames Polytechnic), which has an extremely carefully planned language component of 25% and a period of residence in France, Germany, or Spain. This course has therefore been analysed in more detail.

4.00 *Compendium of CNAA courses (extracts)*

LANGUAGES

COLLEGE	TYPE AND DURATION OF COURSE *FT = full-time	SPECIAL ENTRY REQUIREMENTS	SPECIAL FEATURES
Cambridgeshire College of Arts and Technology	**B.A. with Honours FT – 4 years**	**'A' level French or German, plus another modern or a classical language, History, English or Geography**	**An Honours degree in German or French with Spanish or Italian, in which Spanish or Italian may be offered without previous study of the language. It is designed for those with an interest in the history and contemporary life of the countries concerned rather than in the academic study of literature. Apart from the acquisition of fluency in the languages, the main emphasis is on the history and current political life of the countries.**
The Polytechnic of Central London	**B.A. B.A. with Honours FT – 4 years**	**Two modern foreign languages at 'A' level one of which must be French, German, Italian, or Spanish and the other may be another of these languages, English, Latin or Classical Greek**	**French, German and Spanish are offered from 'A' level only. Italian from 'A' level o from the beginning. In addition to the study of two languages and their modern usage the course includes a wide survey of contemporary life in the countries concerned with a consideration in depth of either their political or economic evolution and institutions. Ancillary courses in Economics, History and Trend in Science and Technology provide a background to the language study. The third year is spent abroad.**
Ealing Technical College	**B.A. with Honours FT – 4 years**	**Two foreign languages at 'A' level (or equivalent) Russian can be taken from 'O' level as a second language.**	**This is essentially a two-language cours with one main language. During the first year ,however, a third new language is studied *ab initio* which may then be continued alongside a language started at 'A' level taking the place of the other ' level language. French, German, Russia and Spanish are offered; at present only Russian and Spanish can be taken up as new language. As well as developing hi linguistic competence and expertise in advanced skills such as translating, interpreting, precis-writing, the course includes the study of either Economics, Law, Modern Literature or Politics, with special reference to the country or countries of the main language and, further, courses on the two contempora societies involved. Both the special studies (Economics, Law, Modern Literature, Politics) and the regional studies are conducted chiefly in the respective foreign language. Two period of six months are spent abroad.**

LANGUAGES (continued)

COLLEGE	TYPE AND DURATION OF COURSE *FT=full-time	SPECIAL ENTRY REQUIREMENTS	SPECIAL FEATURES
Lanchester Polytechnic, Coventry site	B.A. with Honours FT – 4 years	Two modern foreign languages at 'A' level (from French, German, Russian and Spanish) or exceptionally one of these languages at 'A' level, together with evidence of appropriate achievement in another. Candidates will normally be expected to have English Language at 'O' level.	The emphasis of the course is on the written and spoken language and its contemporary usage, in the context of a study of the contemporary political, social and economic development of each country in particular and of Europe in general. Two main languages are studied from 'A' level; a course in the development of Modern Europe, taught in English, runs in parallel; a third language is studied from scratch, as a subsidiary. The third year is spent abroad, in countries appropriate to the main languages.
Leeds Polytechnic	B.A. FT – 4 years	'A' level French or German for first language studies: 'O' level French or German for second language studies.	The course provides for the study of two languages from the following groups: First language studies: French or German; Second language studies: German, French, Russian or Spanish. For the last two languages no previous knowledge is required. The third area of study is Economics and International Trade and Payments. Background courses are given in Recent History and Political Institutions for each country concerned. The course includes two periods of six months residence abroad.
Liverpool Polytechnic (Applied Languages)	B.A. with Honours FT – 4 years	Two foreign languages at 'A' level.	Two main languages are studied from 'A' level together with a third subsidiary language from scratch. The course aims to give students not only a high degree of linguistic proficiency but an insight into the life, culture and institutions of Modern Europe. Introductory courses in the Elements of Economics, European Geography, World Trade and Politics are combined with language study, during the first two years. In the third and fourth years the student has the choice of either Business Studies or International Relations as the ancillary subject. The emphasis throughout the course is on the modern approach to language studies. Two periods of six months are spent abroad at foreign universities in the second and third years.
Liverpool Polytechnic (Languages and Modern European Studies)	B.A. FT – 4 years	Two foreign languages at 'A' level. Exceptionally in the case of Russian 'O' level or other suitable qualifications.	Two languages are taken throughout the course. In the first year students make an introductory study of the Elements of Linguistics to consolidate the language courses. The European Studies include courses in the Geography of Europe (first year), Modern European History (second year) and International Relations (fourth year). The study of 19th and 20th century literature of the two languages chosen constitutes an important section of the course. The third year, which is spent abroad, comprises a period of study at foreign universities in each of the relevant foreign countries. Great importance is attached to the written and spoken language.

LANGUAGES (continued)

COLLEGE	TYPE AND DURATION OF COURSE *FT=full-time	SPECIAL ENTRY REQUIREMENTS	SPECIAL FEATURES
Newcastle upon Tyne Polytechnic	B.A. FT – 4 years	Either French or German at Advanced level. Previous knowledge of Russian or Spanish not required.	This is an Applied Languages Degree in which the study of Languages is orientated toward Economics. Its purpose is to give the Language Student the opportunity to relate his skills to another discipline, Economics, so that his language studies are intellectually satisfying and relevant to the contemporary world. Two periods of 6 months residence abroad in the country of both 1st and 2nd Language are included. The course provides a high level of spoken and written proficiency in both languages, and a thorough understanding of economics. The modern institutions and thought of the foreign societies are also introduced. The important feature of the course is the special study of the foreign economy in the final year.
Portsmouth Polytechnic (French Studies)	B.A. with Honours FT – 4 years	'A' level French.	A non-traditional French Honours degree in which great importance is attached to language work using modern methods. Subjects studied in the first two years include the Economy, Geography, History and Institutions of France, as well as Literature, History of ideas and an introduction to Linguistics. Students begin specialisation and the preparation of a project in the third year, while in France.
Portsmouth Polytechnic (German Studies)	B.A. with Honours FT – 4 years	'A' level German.	The course involves intensive practical and theoretical language study, and the study of German History and Political and Social Institutions, with a choice between Literature and Economics in the final two years. Introductory courses in both Literature and Economics are given in the first year, to enable students to make an informed choice between these two options. The second year is spent at a university in the Federal Republic. In the third year Language, Political and Social Thought in West German Society and either the German Economy or Modern German Literature are studied. In the final year there is a wide selection of special topics chosen from the main areas of the course and including some dealing with the German Democratic Republic. A project is written during the year in Germany and a dissertation during the final two years.
Portsmouth Polytechnic (Latin American Studies)	B.A. with Honours FT – 4 years	'A' level Spanish.	The course is an interdisciplinary approach to the area and is designed as a general education in the field of Latin American studies, with particular reference to the historical development of Latin America, its regional geography and social and economic growth and its culture. Subjects studied in the first year include Spanish Language, History, Economics, Geography, Sociology and Literature. The second year is spent at a university in Latin America. In the third and fourth years all students continue with Spanish and History but choose either Economic and Geographical studies or Social and Literary Studies. They also work on a dissertation in one of their main areas of study, to be submitted in the final year.

LANGUAGES (continued)

COLLEGE	TYPE AND DURATION OF COURSE *FT=full-time	SPECIAL ENTRY REQUIREMENTS	SPECIAL FEATURES
Portsmouth Polytechnic (Russian and Soviet Studies)	B.A. with Honours FT – 4 years	Previous knowledge of Russian is NOT required.	The course is designed both for beginners and Advanced level students in the language as an alternative to the traditional language/literature degree. It is interdisciplinary and consists of three major components: Russian Language, History/Politics and an option (either Literature or Economics). The first year includes an intensive course in Language, Russian History, the Russian Novel and an introduction to Economics. Language and History studies are continued in the second year, together with a course in European Political Thought. Students also choose either Literature or Economics. In the third year courses in Russian Social and Political Thought and the History of the USSR lead on to a study of the Soviet Political System in the fourth year. The study of Language is continued. Students also prepare a project based on their area of specialisation.
Portsmouth Polytechnic (Spanish)	B.A. with Honours FT – 4 years	'A' level Spanish.	The course includes one year's residence in Spain which takes place in the second year of the course. A single subject honours degree involving an intensive practical approach to language study and a detailed study of the two main periods of Spanish literature; Golden Age and Modern. This is supplemented by studies including modern linguistics, and elements of Spanish history and Art. Portuguese may be studied as a special subject in the third and fourth years of the course.
Polytechnic of the South Bank	B.A. FT – 4 years	French and German at 'A' level.	A modern approach to language studies characterised by emphasis on a high degree of proficiency in the spoken and written language closely integrated with Regional Studies and with the study of the relevant Social Sciences of Economics, Politics and International Relations. Specialised options in the latter available in the Final Year. The third year is spent in French and German speaking countries.
The Polytechnic Wolverhampton	B.A. B.A. with Honours FT – 4 years	'A' level in at least one of French, German or Spanish.	The course is designed to give students a high degree of fluency in two languages and a thorough knowledge of the current economic and political situation of relevant countries. Students are also given a basic understanding of the structure of language, and an introduction to a third foreign language. The central theme is 'Change in Europe in the twentieth century'; students examine in depth significant areas of change in the political and economic spheres. Students offering Spanish, study aspects of Latin America. Languages offered are French, German, Spanish (all Post 'A' level) and Spanish and Russian for those with no previous knowledge, or an 'O' level pass. At least one Post 'A' level language must be taken. The language studies are closely integrated throughout the course with the political and economic studies.

COMBINED STUDIES (ARTS & SOCIAL STUDIES)

COLLEGE	TYPE AND DURATION OF COURSE *FT = full-time	SPECIAL ENTRY REQUIREMENTS	SPECIAL FEATURES
Ealing Technical College (Modern European Studies)	B.A. B.A. with Honours FT – 3 years	'O' level in one Modern European language.	The course introduces students to the methods and techniques of the social sciences, to the study of the development of the European concept and an analysis of the interplay of geographical, historical, economic and political factors in shaping a multinational society. There is a common foundation year introducing the five compulsory subjects which also form the 'core' of the second and third years:— The geography of Europe, economic principles, modern European history, comparative government and one modern European language. After the first year, honours students choose two aspects of one of the following: geography, economics, history and political studies, for special study. Important features of the course are the compulsory language—either French, German, Russian or Spanish and a project related to the special field of study that the student will undertake during a period of study abroad.
The Polytechnic, Huddersfield (Humanities)	B.A. with Honours FT – 3 years (4 years for students taking French as a main subject)	'A' level French for students wishing to take French at either major or minor level.	In the first year students choose three subjects from English, French, Geography and History. In the 2nd and final years they study one subject at major level and one related subject at minor level. Students taking French as a major subject spend a year in France after the 2nd year of the course.
Kingston Polytechnic (Languages, Economics and Politics)	B.A. with Honours FT – 4 years	'A' level pass in the language to be studied. 'O' level pass in Mathematics for students specialising in Economics.	The course combines, on an equal basis, the thoroughgoing study of a modern language with a training in a social science. The student studies French, German or Spanish in association with Economics or Politics. In the language courses, in addition to linguistic work of a high order, special emphasis is placed on the study of the intellectual and cultural development of the country whose language is being studied. The social science subjects offer a broad training, with certain courses orientated towards the Economics and Politics of France, Germany and Spain. Year three is spent in a university abroad.
Lanchester Polytechnic, Coventry Site (Modern Studies)	B.A. with Honours FT – 3 years	Normally 'O' level English together with a good 'O' level in the corresponding language for entry to the subsidiary course in French or German.	In the later stages of this course students study two main subjects chosen from History, Politics, International Studies and Geography. Subsidiary subjects include Economics and foreign languages. The emphasis is on Britain and Europe, with some opportunity for comparative studies relating to the U.S.A. and developing African countries. The course of study for each student is so arranged as to provide the maximum degree of integration and cohesion.
Manchester Polytechnic (General Arts)	B.A. B.A. with Honours FT – 3 years	'O' level Economics and 'A' level French required for those reading these subjects.	Six subjects offered – Economics, Economic/Social History, English, French, Government and History, of which three are to be chosen in Part I (4 terms) and of the three chosen, two are to be studied in Part II (5 terms).

COMBINED STUDIES (ARTS & SOCIAL STUDIES) continued

COLLEGE	TYPE AND DURATION OF COURSE *FT=full-time	SPECIAL ENTRY REQUIREMENTS	SPECIAL FEATURES
Portsmouth Polytechnic (Literary Studies)	B.A. with Honours FT – 3 or 4 years	If French is to be read 'A' level pass in language is required. If Latin is to be read a good 'O' level will suffice.	English Literature with French or Latin Literature. Where French is included the course lasts for four years, one year being spent in approved study in a French speaking country.
The Polytechnic, Wolverhampton (Arts)	B.A. FT – 3 years	If a language is to be read, 'A' level pass in that language is required.	Two subjects are studied, chosen from English, French, Geography, German and History, but students may not choose to study both French and German. There is also an examined course in Complementary Studies. This includes Psychology, Sociology, Economics and the History of Science.

ENGLISH

COLLEGE	TYPE AND DURATION OF COURSE *FT=full-time	SPECIAL ENTRY REQUIREMENTS	SPECIAL FEATURES
Hendon College of Technology (constituent College of the proposed Middlesex Polytechnic) (Modern English Studies)	B.A. with Honours FT – 3 years	If French or German chosen as Minor Study, 'A' level or equivalent required.	Major/Minor structure. Major consists of English and American literature from late eighteenth century, together with literary theory, practical criticism and some Shakespeare. Minor (⅓ of whole course) chosen from Philosophy, Linguistics, French, German.

SOCIAL SCIENCE

COLLEGE	TYPE AND DURATION OF COURSE *PT=part-time	SPECIAL ENTRY REQUIREMENTS	SPECIAL FEATURES
Enfield College of Technology (Sociology of Education) (constituent college of proposed Middlesex Polytechnic)	B.A. with Honours PT – 3 or 4 years Part 1 Two years part-time. Part 2 *Either* two years part-time *or* one year full-time.	Any professional qualification is acceptable for people connected with education.	The course is aimed to help qualified teachers and other educationalists who wish to further their understanding of educational processes through a study of the contributions of the social sciences. Part I contains Sociology, Psychology and Philosophy, plus one academic subject chosen from English, Social Statistics, Geography, History, Economics, Foundations of Physical Science and French. In Part 2, Sociology of Education, students will prepare in addition to a dissertation, to take three papers in Education and Socio-Economic Structures, the Sociology of the School and Social Psychology.

INDUSTRIAL ENGINEERING

COLLEGE	TYPE AND DURATION OF COURSE *S=Sandwich	SPECIAL ENTRY REQUIREMENTS	SPECIAL FEATURES
The Hatfield Polytechnic	B.Sc. B.Sc. with Honours S – 4 years	'A' levels in a Mathematical subject and one other subject. A science must be offered at least at 'O' level.	The distinctive feature of the course is its combination of sciences and technologies, industrial sociology, management subjects and foreign languages, with orientation in the final years towards the latter group of studies. Industrial and cultural study tours in France and Germany form an integral part of the course. A period of professional training is arranged in one of these countries.

INFORMATION SCIENCE

COLLEGE	TYPE AND DURATION OF COURSE *FT=full-time	SPECIAL ENTRY REQUIREMENTS	SPECIAL FEATURES
Leeds Polytechnic	B.Sc. FT – 3 years	Mathematics, a science, and a foreign language, at 'O' or 'A' level.	The combination of subjects on the course includes a modern foreign language, sciences and a study of the methods of scientific communication and the organization of information storage and retrieval. Graduates from the course are exempted from the professional examinations of the Library Association.

MARKETING

COLLEGE	TYPE AND DURATION OF COURSE *S=Sandwich	SPECIAL ENTRY REQUIREMENTS	SPECIAL FEATURES
Thames Polytechnic (International Marketing)	B.A. with Honours S – 4 years *Sandwich pattern* 1 year and two terms College. 1 year Industry. 1 year and 1 term College.	French, German or Spanish at 'A' lavel and Mathematics at 'O' level.	The course combines the study of a foreign language with a study of Marketing, Economics, Behavioural Studies, Quantitative Studies, Finance and Law. The language studies are aimed at the provision of a command of the spoken and written language in a business or social context, as well as a knowledge and understanding of the political, economica nd cultural life of the country concerned. The industrial training will normally include four months in a U.K. firm followed by eight months abroad in an overseas company (either in a French, German or Spanish speaking country).

CHEMISTRY, APPLIED CHEMISTRY, CHEMICAL TECHNOLOGY

COLLEGE	TYPE AND DURATION OF COURSE *S=Sandwich	SPECIAL ENTRY REQUIREMENTS	SPECIAL FEATURES
Brighton Polytechnic (Applied Chemistry)	B.Sc. with Honours S – 4 years *Sandwich pattern* 1 year College 6 months Industry 1 year College 6 months Industry 1 year College.	Chemistry and Mathematics and/or Physics at 'A' level ONC/OND in Chemistry or Physical Science	The course is broadly based, offering an integrated study of Chemical Engineering Science and Chemistry. Special attention is given to Computing and Programming Techniques. Specialisation is encouraged in the final year. Optional studies include a modern language course.

CHEMISTRY WITH GERMAN OR BUSINESS ADMINISTRATION

COLLEGE	TYPE AND DURATION OF COURSE *S=Sandwich	SPECIAL ENTRY REQUIREMENTS	SPECIAL FEATURES
Kingston Polytechnic	B.Sc. with Honours S – 4 years *Sandwich pattern* Years 1, 2 and 4 College, Year 3 Industry.	English, Mathematics, and a science subject embracing Chemistry at 'O' level. Subjects at 'A' level must include one from Mathematics, Economics, German, Chemistry, Statistics, Physics, Economic History or other subjects appropriate to the option.	The course is designed to train young persons of intellectual potential and differing educational background for an executive career in the expanding British and continental chemical industry. During the first term of Year 1, students take an Integration course in any one of Economics or Chemistry or German appropriate to their backgrounds and intended studies.

BUSINESS STUDIES

COLLEGE	TYPE AND DURATION OF COURSE *S=Sandwich	SPECIAL ENTRY REQUIREMENTS	SPECIAL FEATURES
The Polytechnic of Central London	B.A. with Honours S – 4 years	English and Mathematics at 'O' level.	The first two years are a common course in relevant academic disciplines, especially economics, mathematics & sociology. Students may specialise in the first year in one of: Marketing, Business Economics & Finance, International Business, Human Relations in Business, Public Administration, Quantitative Methods in Business. A foreign language – French, German or Spanish – can be taken to honours level.
Lanchester Polytechnic, Coventry site	B.A. B.A. with Honours S – 4 years *Sandwich pattern* 33 weeks College 32 weeks Industry 38 weeks College 42 weeks Industry 36 weeks College	Mathematics at 'O' level and normally a pass in English Language at 'O' level.	All students taking the Honours degree course follow a common curriculum in Economics, Sociology, and Mathematics and Statistics. In addition they specialise in one main area of business activity, i.e. Accounting, Marketing or Purchasing. Students following the Degree course study the broad aspects of business activities without specialising in any one area. Both Degree and Honours Degree courses contain optional subjects, including a foreign language, Engineering Science and Technology, and Graphic Industrial Design.

BUSINESS STUDIES

COLLEGE	TYPE AND DURATION OF COURSE *S=Sandwich	SPECIAL ENTRY REQUIREMENTS	SPECIAL FEATURES
Leeds Polytechnic	B.A. with Honours S – 4 years *Sandwich pattern* Three six-month periods in Industry at the end of the first, second and third College periods.	English Language and Mathematics at 'O' level; a modern European language at 'A' level for those taking the language option.	Students choose between the Language and Quantitative options on entry. In the second and third years, all students take Marketing, which is the principal functional area studied; the final year project submitted by students is in many cases based upon marketing.

LIBRARIANSHIP

COLLEGE	TYPE AND DURATION OF COURSE *FT=full-time	SPECIAL ENTRY REQUIREMENTS	SPECIAL FEATURES
Leeds Polytechnic	B.A. FT – 3 years	English Language and a modern foreign language.	Besides providing for a high level of work in traditional Librarianship studies the course emphasizes the social context in which libraries operate. Language studies are geared to the particular needs of librarians and whilst 'O' level passes at a good standard are acceptable 'A' level is preferred. There are opportunities to specialise in the study of the literature problems of one of the Social, Historical or Physical Science fields later in the course. Graduates from the course are exempted from the professional examinations of the Library Association.

Two further courses are listed in the supplement to the *Compendium*, published after the compilation of the above list:

LANGUAGES

COLLEGE	TYPE AND DURATION OF COURSE *FT=full-time	SPECIAL ENTRY REQUIREMENTS	SPECIAL FEATURES
Bristol Polytechnic	B.A. FT – 4 years	GCE 'A' level passes in French and either German or Spanish.	The principal aim of the course is to achieve a high level of oral and written fluency in French and either German or Spanish through a study of the life, institutions and recent literature of the countries concerned. The course seeks to develop the student's appreciation of language in a variety of spheres. Particular attention is given to the practical applications of the two languages studied, with a view to the student's ultimate employment in commerce, industry, public administration or supranational organisations. In the third year students spend two periods of six months abroad. The Languages are complemented by a course of study which gives a basic understanding of the historical, economic and political development of Modern Europe.

COMBINED STUDIES (ARTS & SOCIAL STUDIES)

COLLEGE	TYPE AND DURATION OF COURSE *FT=full-time	SPECIAL ENTRY REQUIREMENTS	SPECIAL FEATURES
North Staffordshire Polytechnic (Modern Studies)	B.A. FT – 3 years	'A' level in German if that language to be studied.	A joint honours degree. Seven subjects offered – Economics, Geography, German, History, International Relations, Politics, Sociology. Any four are to be chosen in Year one and two of the four chosen are to be studied in Years two and three.

5.00 *CNAA courses analysed*

Table 3

1. (APPLIED) MODERN LANGUAGES

The following syllabuses are concerned primarily with language training; some 10 of them are analysed below. It should be noted that the designation 'ordinary' no longer applies to new courses, which are therefore listed simply as BA.

No.	COLLEGE	TYPE AND NAME OF COURSE	LANGUAGES
HE1	Cambridgeshire College of Arts and Technology	BA (Hons.) Applied Modern Languages	F G I S
HE2	Polytechnic of Central London	BA Foreign Language Studies	F G I R S
		BA (Hons.) Modern Languages	F G R S
HE3	Ealing Technical College	BA (Hons.) Applied Language Studies	F G R S
HE4	Lanchester Polytechnic	BA (Hons.) Modern Languages	F G I R S
HE5	Leeds Polytechnic	BA Modern Language Studies	F G R S
HE6	Liverpool Polytechnic	BA (Hons.) Applied Languages	F G R S
HE7	Liverpool Polytechnic	BA Languages and Modern European Studies	F G R S
HE8	Newcastle-upon-Tyne Polytechnic	BA Applied Modern Languages	F G R S
HE9	Polytechnic of the South Bank	BA Modern Languages	F G
HE10	Wolverhampton Polytechnic	BA Modern Languages	F G R S

Table 4

APPLICATION TABLE

Some of these courses are only now beginning; precise details of the final examination arrangements etc. are therefore not yet available. The following Application Table is consequently incomplete:

No.	LANGUAGES	FL1	SKILL ORDER	CONTEXTS	FUNCTIONS	FL2	SKILL ORDER	CONTEXTS	FUNCTIONS	APP. No.
HE1	2=	F/G	4123	2/3	2	I/S	4123	3/2	2	10
HE2	2=	F G I R S	4213	2	3	F G I R S	4213	2	3	10
HE3	2	F G R S	4132	2	6	F G R S	1243	2	3	13
HE4	3	F G R S	4132	3	2	F G R S	4132	3	2	10
HE5	2=	F/G		3	3	F G R S		3	2	11
HE6	3=	F	4312	2	3	G R S	4312	2	3	10
HE7	2=	F G R S	4123	2/3	3	F G R S	4123	3/2	3	10/11
HE8	2	F/G	4123	2	3	F G R S	4123	2	3	10
HE9	2=	FG=	4132	2/3	3	F G	4132	3/2	3	11
HE10	3	FG R S		3		F G R S		2	3	

NB: i. The 'skill order' refers to the taxonomy (p.2): 1 – auricular comprehension, 2 – ocular comprehension, 3 – oral composition, 4 – graphic composition.

ii. F/G – French or German.

iii. 2= – two foreign languages studied to equal levels; thus FG= – French and German equally.

iv. For HE4 and HE6, where three languages are studied, the third has a zero application rating.

Table 5

2. SINGLE LANGUAGE STUDIES

The following syllabuses relate to the study of a country or linguistic community, centring on numerous aspects of the society, of which language is only one. The language component is therefore smaller than in the type of course included in 1. (above), and in general only one language is involved.

No.	COLLEGE	TYPE AND NAME OF COURSE	LANGUAGE
HE11*	Portsmouth Polytechnic	BA (Hons.) French Studies	F
HE12*	″ ″	BA (Hons.) German Studies	G
HE13*	″ ″	BA (Hons.) Russian and Soviet Studies	R
HE14*	″ ″	BA (Hons.) Spanish	S
HE15*	″ ″	BA (Hons.) Latin American Studies	S

Such courses are perhaps best regarded as equivalent to the conventional 'language and literature' course, in which literature has been replaced or partly replaced by a number of other subjects.

Table 6

3. COMBINED STUDIES

A further group of syllabuses relates to clusters of subjects/disciplines applied to an 'area' (e.g. Europe). The role of language in such courses is both that of a key to the culture of the people or peoples and a tool for access to foreign language sources.

HE16*	Ealing Technical College	BA / BA (Hons.) Modern European Studies	F G R S
HE17	Huddersfield Polytechnic	BA (Hons.) Humanities	F
HE18*	Kingston Polytechnic	BA (Hons.) Languages, Economics & Politics	F G S
HE19	Lanchester Polytechnic	BA (Hons.) Modern Studies	F G
HE20	Manchester Polytechnic	BA / BA (Hons.) General Arts	F
HE21	Portsmouth Polytechnic	BA (Hons.) Literary Studies	F
HE22	Wolverhampton Polytechnic	BA Arts	FG

Table 7

4. MISCELLANEOUS STUDIES

A final group of courses includes the study of a language quite simply as a tool for the expert in another field or for general cultural aims.

HE23	Middlesex Polytechnic (Hendon College)	BA (Hons.) Modern English Studies	F G
HE24	Polytechnic of Central London	BA (Hons.) Business Studies	F G S
HE25	Hatfield Polytechnic	BSc / BSc (Hons.) Industrial Engineering	F G
HE26	Leeds Polytechnic	BSc Information Science	Language option
HE27*	Thames Polytechnic	BA (Hons.) International Marketing	F G S
HE28	Brighton Polytechnic	BSc (Hons.) Applied Chemistry	Modern Language option
HE29	Middlesex Polytechnic (Enfield College)	BA (Hons.) Social Science	F option
HE30	Kingston Polytechnic	BSc (Hons.)Chemistry with German or Business Administration	G option Language Option
HE31	Lanchester Polytechnic	BA / BA (Hons.) Business Studies	Foreign Language option
HE32	Leeds Polytechnic	BA (Hons.) Business Studies	Language option
HE33	Leeds Polytechnic	BA Librarianship	Language Studies

Two further courses were granted permission to recruit students after the compilation of the above tables. They are:

Applied Language Studies

HE34	Bristol Polytechnic	BA Modern Languages	F G S

and a Joint Honours course which includes a German language option:

HE35	North Staffordshire Polytechnic	BA Modern Studies	G option

*courses marked with an asterisk are further analysed below as examples

Table 8

ENROLMENTS 1971-72

No.	COLLEGE AND COURSE	LANGUAGES	YEAR: 1	2	3	4	TOTAL
HE1	Cambridgeshire College of Arts and Technology	F G I S	45	20			65
HE2	Polytechnic of Central London	F G I R S	69	35	33		137
HE3	Ealing Technical College	F G R S	62	27	34	32	155
HE4	Lanchester Polytechnic	F G I R S	39	35	32	31	137
HE5	Leeds Polytechnic	F G R S	40	20	24		84
HE6, 7	Liverpool Polytechnic	F G R S	23	19	23	26	91
HE8	Newcastle-upon-Tyne Polytechnic	F G R S	36				36
HE9	Polytechnic of the South Bank	F G	23	15			38
HE11	Portsmouth Polytechnic	F	33	30	23	23	109
HE13		R	23				23
HE14	(Spanish)	S	19	19	16		54
HE15	(Spanish American)	S	19				19
			431	220	185	112	948

Cambridgeshire College of Arts and Technology

HE1 F/G + I/S (Hons.) APPLIED MODERN LANGUAGES FGI S

i. Objectives

as stated : 'to produce graduates with a high level of oral and written proficiency in modern languages and an accompanying appreciation of . . . history . . . Graduates of this course, apart from their general intellectual training, will gain a thorough knowledge of the countries whose language and history they have been studying which will be of considerable use in industry, commerce or administration. Alternatively, those who decide to teach will be extremely useful members of a school staff, equipped with a thorougn knowledge of two languages and with an understanding of the principles of linguistics of great value in relation to modern techniques of language teaching. Moreover, they will be well qualified to teach European history and will have sufficient command of historical method to be able to make a general contribution to history teaching throughout the school.'

in survey descriptors : high level performance in all macroskills in two FL (FL1 and FL2), in contexts of history (general European and particular to C2 and C3) and applied linguistics, with some functional training unspecified.

ii. Tests as set (Final part only)

FL1 :	1 – essay in FL	150 marks
	2 – translation FL1--L1 (c factor) 3 hrs.	150 marks
	3 – oral tests 30 mins. +	150 marks
	4 – extended essay (from Part II) FL1	100 marks
FL2 :	5 – essay in FL2	100 marks
	6 – translation FL2--L1 (c factor) 3 hrs.	100 marks
	7 – oral tests 30 mins. +	100 marks
	8 – extended essay (from Part II) FL2	100 marks

iii. Language skills

FL1 – 86½% : 13½% auricular comprehension / 13½% ocular comprehension / 13½% oral composition / 46% graphic composition

L1 – 13½% : graphic composition

FL2 – 87½% : 12½% auricular comprehension / 12½% ocular comprehension / 12½% oral composition / 50% graphic composition

L1 – 12½% : graphic composition

iv. Language contexts

European history / life and institutions / applied linguistics

v. Language functions

FL composition (FL1 and FL2) / translation FL1/FL2--L1

vi. Performance description

The candidate performs well in all four skills in both foreign languages, but with major emphasis on reading and writing in each. He can compose in each language and translate from the foreign language into English within the contexts of European history, life and institutions, and applied linguistics.

Polytechnic of Central London

HE2	any two of FGIRS	FOREIGN LANGUAGE STUDIES	FGIRS

i. Objectives

as stated : 'The course offers a range of foreign language studies appropriate to graduates intending careers in the public service, international organisations, journalism and industry or in teaching. They will be particularly qualified to fill posts where skill in languages is a primary requirement. Graduates should become educated in the language and culture of the appropriate regions, and may expect to be able to demonstrate unusual competence in both the practical and academic use of their chosen languages. They will have a good knowledge of the institutions and contemporary background of countries where their chosen languages are spoken: in addition, they will study a range of works that have influenced thought and feeling in these countries.'

in survey descriptors : high level performance in all macroskills in two FL (FL1 and FL2) in contexts of life and institutions, and literature and thought in C2 and C3, with functional training in translation F1--L1--FL and composition.

ii. Tests as set (language component only)

Part I: per language –		
1 – background studies essays in FL	2 hrs.	1½ units
2 – general essay in FL	3 hrs.	2 units
Part II: per language –		
3 – translation L1--FL	2 hrs.	1½ units
4 – thought and literature essay in FL	3 hrs.	2 units
5 – specialised texts translation FL--L1	3 hrs.	2 units
6 – background studies essays in FL	—	2 units
7 – consecutive interpreting FL--L1--FL	½ hr.	½ unit
Laboratory examinations:		
8 – monitoring FL--L1	1 hr.	1 unit
9 – oral exposé in FL		
10 – dictation of statistics		

iii. Language skills

each FL – 82·4% : 3·6% auricular comprehension / 9·2% ocular comprehension / 2·4% oral composition / 67·2% graphic composition

L1 – 17·6%

iv. Language contexts

Life and institutions / literature and thought

v. Language functions

composition in FL / translation FL--L1--FL

vi. Performance description

The candidate performs well in all four skills in both foreign languages, but with major emphasis on writing. He can compose in each language and translate from and into English within the contexts of life and institutions and literature and thought, and in the non-specialist register.

Ealing Technical College

HE3	two of FG RS – one main, one subsid.	(Hons.) APPLIED LANGUAGE STUDIES	FG RS

Output 1972 :					
FL1 :	F-7	G-14	R-4	S-8	33
FL2 :	F-13	G-3	R-7	S-10	

i. Objectives

as stated : 'the attainment of a high level of linguistic competence, including some expertise in interlingual techniques, together with a good knowledge of two contemporary foreign societies and of an additional academic discipline.'

in survey descriptors : high level performance in all four skills in two foreign languages, in non-specialist register and contexts of life and institutions in C2 and C3 plus one special subject area from economics/law/literature/politics/ technology; with functional training in both languages, though less in FL2 than FL1.

ii. Tests as set

FL1 : 1 – project report in FL		100 marks
2 – viva voce in FL on project		100 marks
3 – special study essay in FL		200 marks
4 – special option:		
interpreter : simultaneous interpreting FL--L1	40	100 marks
consecutive interpreting FL--L1	40	
oral translation FL--L1--FL	20	
or		
translator : technical translation FL--L1	60	100 marks
critique of translation	40	
5 – oral discussion of special study in FL		100 marks
6 – ad hoc interpreting FL--L1--FL		50 marks
monitoring FL--L1		50 marks
7 – translation FL--L1, general and special		100 marks
8 – translation L1--FL, general and special		100 marks
9 – essay or précis (L1)		100 marks
		1000

continued on next page

FL2 :	1 – prepared talk and discussion	100 marks
	2 – ad hoc interpreting FL--L1--FL	40 marks
	monitoring FL--L1	60 marks
	3 – translation FL--L1, general and special	100 marks
	4 – translation L1--FL, general and special	100 marks
	5 – essay or précis (FL--L1)	100 marks
		1500

iii. Language skills (interpreter option)

FL1 – 80% : 40% graphic composition / 17¾% auricular comprehension / 11¾% oral composition / 10½% ocular comprehension

L1 – 20%

FL2 – 60% : 22½% auricular comprehension / 20% ocular comprehension / 10% graphic composition / 7½% oral composition

L1 – 40% : (25% graphic composition)

iv. Language contexts

FL1 : life and institutions / special subject from: economics/law/politics/literature

FL2 : life and institutions / special subject (as above).

v. Language functions

FL1 : translation FL--L1--FL / composition FL / ad hoc interpreting FL--L1--FL / and *either* interpreting FL--L1 *or* technical translation L1

FL2 : translation FL--L1--FL / monitoring FL--L1

vi. Performance description

The candidate performs well in all four skills in both foreign languages, with major emphasis on writing in FL1 and comprehension in FL2. He can translate FL--L1--FL, compose, do ad hoc interpreting into L1 and either specialist interpreting or technical translation from L1; he can also translate FL--L1--FL in FL2 and monitor FL2--L1; in both FL he can operate in the non-specialist register and in contexts of life and institutions and a special subject (history/law/politics/literature/technology).

Lanchester Polytechnic

HE4 two main of FG RS / one subsid. GIRS (Hons.) MODERN LANGUAGES FGIRS

i. Objectives

as stated : 'The course is intended to produce graduates in modern languages capable of applying their knowledge in those departments of government, commerce and industry where a high level of attainment is a necessary requirement. With a further period of specific training it should be possible for graduates also to take appointments as conference interpreters and translators. The languages are studied in a contemporary context with maximum use of current printed and oral material. There is furthermore a need in both primary and secondary schools, as well as in further education, for teachers who have not only been trained in the use of modern methods but have also themselves as undergraduates been taught by those methods. Those who have completed this course and undertaken a period of teacher training should be capable of employment in schools and of making a contribution to the development of new syllabuses and teaching methods.'

in survey descriptors : high level performance in all four macroskills in FL1 and FL2, especially in contexts of life and institutions, European history and one chosen special subject, with some functional training in translation and interpreting; some training in all four skills in FL3 in non-specialist register.

ii. Tests as set (language component only)

Part III, FL1 and FL2

oral test* :		100 marks
Paper I :	translation FL--L1	50 marks
	translation L1--FL	50 marks
Paper II :	composition in FL	100 marks
		300
FL3 :	continuous assessment	100 marks

iii. Language skills

FL1 / FL2 – 84% : 42% graphic composition / 18% ocular comprehension / 17% auricular comprehension / 17% oral composition

L1 – 16% : 8% ocular comprehension / 8% graphic composition

iv. Language contexts

FL1/FL2 : European history / life and institutions / special subject from: history C2/C3/politics/literature

FL3 : nil

v. Language functions

FL1/FL2 : translation FL--L1--FL

FL3 : nil

vi. Performance description

The candidate performs well in all four skills in his two main foreign languages, with special emphasis on writing. He can translate from and into the FL within the contexts of European history, life and institutions, and one special subject area (from history, politics or literature of C2/C3). In his third FL he has an elementary command of all four macroskills in the non-specialist register.

*** details of the oral tests are not available.**

Leeds Polytechnic

HE5 two equal : F/G and one of FG RS **MODERN LANGUAGE STUDIES** FG RS

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i. **Objectives**

as stated : 'The course is designed to enable students . . . to attain a high level of written and oral competence in two modern foreign languages; to examine critically the societies and attitudes of the foreign peoples concerned, as illustrated by aspects of their modern literature, their recent history and their political institutions; to acquire an understanding of the economic principles which affect the development of modern societies and the evolution of international economic relationships, with special reference to Western Europe.'

in survey descriptors : high level performance in two equal foreign languages in all macroskills in contexts of economic theory, literature and life and institutions in C2 and C3, with functional training in composition (FL1), translation FL--L1--FL and consecutive interpreting FL--L1--FL.

ii. **Tests as set** (language component only)

	FL1	*FL2*
Part I (end of year 3)		
Political institutions: FL essays	100	100
Part II (end of year 4)		
FL1 and FL2 :		
1 – language paper 1: translation FL--L1	200	200
2 – language paper 2: translation L1--FL	200	100
3 – literature paper 1 } one question in each in FL (essay)	20	15
4 – literature paper 2 } one question in each in FL (essay)	20	15
oral examination		
5 – prepared discourse in FL	(400)	(300)
6 – discussion of prepared discourse in FL		
7 – consecutive interpreting FL--L1		
8 – consecutive interpreting L1--FL		
9 – general conversation in FL		
FL1 only:		
10 – extended essay in FL1 (during year abroad)	100	
	1040	730

iii. **Language skills***

iv. **Language contexts**

economic theory / life and institutions / literature

v. **Language functions**

FL composition (FL1) / consecutive interpreting FL--L1--FL

vi. **Performance description**

The candidate performs well in all skills in both languages in the non-specialist register and in contexts of economic theory, life and institutions and literature of both countries. He can translate from and into each language and do consecutive interpreting both ways, and can compose in the first foreign language.

* full data not yet available.

Liverpool Polytechnic

HE6 F and equal main GRS and subsid. GRS **(Hons.) APPLIED LANGUAGES** FG RS

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i. **Objectives**

as stated : 'The primary aim of the course is to educate the student by providing an intellectual stimulus within a linguistic field and equipping him with a very high standard of linguistic proficiency in two Main languages and a sound working knowledge of one Subsidiary language. In conjunction with his language work the student will make an introductory study of the elements of linguistics and follow courses in the life, cultures and institutions of the countries of his two main languages. During the first two years . . . the student will make an introductory study of the elements of economics, European geography, world trade and politics and proceed in the final two years to a more specialised study of either Business Studies or International Relations . . . On completion of the course the graduate should be well equipped to begin a career in a public or private organisation whose business is international.'

in survey descriptors : high level performance in all skill areas in two foreign languages, in the non-specialist register and contexts of the life and institutions of each of the countries, with some training in composition and translation from and into both foreign languages, plus elementary skills in the non-specialist register in a third foreign language.

ii. **Tests as set** (final year language components only)

FL1 and FL2 :	1 – translation FL--L1	
	translation L1--FL	50 marks
	2 – essays in FL	50 marks
	(3 – literature: 1 of 3 answers in FL	50)
	4 – extempore translation FL--L1--FL	25 marks
	5 – prepared talk in FL	25 marks
	6 – general conversation in FL	25 marks
	7 – consecutive interpreting FL--L1	25 (200)

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FL3 only	: 1 – translation FL--L1	*15 marks
	translation L1--FL	*15 marks
	composition in FL	*20 (50)
	2 – general conversation in FL	25
	3 – consecutive interpreting FL--L1	25 (100)

iii. Language skills*

FL1 and FL2 – 75% : 31½% graphic composition / 22% oral composition / 15½% auricular comprehension / 6½% ocular comprehension

FL1 – 25%

FL3 only – 72½% : 27½% graphic composition / 25% auricular comprehension / 12½% oral composition / 7½% ocular comprehension

L1 – 27½%

iv. Language contexts

FL1 and FL2 : life and institutions / *either* business studies *or* international relations

v. Language functions

FL1 and FL2 : composition / translation FL--L1--FL

FL3 : nil

vi. Performance description

The candidate performs well in all skill areas in two foreign languages in the non-specialist register and in contexts of life and institutions in each of the countries. He can compose in each of the languages and translate from and into them in those contexts. He has an elementary training in all four skills in a third language, and has been trained in either business studies or international relations.

* calculated on limited data.

Liverpool Polytechnic

HE7	two of FG RS	LANGUAGES AND MODERN EUROPEAN STUDIES	FG RS

i. Objectives

as stated : 'The primary aim of the course is to equip the student with a competent knowledge, both written and oral, of two European languages and to provide him with a sound understanding of the life, literature and institutions of Modern Europe. On completing the course, a graduate should be equipped for either a career in teaching or for posts in the commercial world, international organisations or government departments where a broad knowledge of Modern Europe, its people and institutions, is required.'

in survey descriptors : high level performance in all macroskills in two foreign languages, in the non-specialist register and contexts of international relations and one other special field, with functional training in composition and translation.

ii. Tests as set

FL1 and FL2

1 – translation FL--L1 translation L1--FL	100 marks
(2 – literature: 1 of 3 answers written in FL)	(100)
3 – project in FL : either life and institutions or literature	50 marks
4 – oral translation FL--L1 oral translation L1--FL	25 marks
5 – general conversation	25 marks
6 – conversation on prepared topics	25 marks
(excluding literature)	215

iii. Language skills

FL1 and FL2 – 70% : 33% graphic composition / 14½% auricular comprehension / 14½% ocular comprehension / 11% oral composition

L1 – 30%

iv. Language contexts

international relations / life and institutions / (possibly) literature

v. Language functions

composition / translation FL--L1--FL

vi. Performance description

The candidate performs well in all macroskills in both foreign languages in the non-specialist register and in contexts of international relations, life and institutions and possibly literature. He can compose in each language and translate from and into it.

Newcastle-upon-Tyne Polytechnic

HE8 F/G main, one of FGRS subsidiary APPLIED MODERN LANGUAGES FG RS

(Since the first intake for this course was in September, 1972, the term 'ordinary' no longer applies, though this is not an Honours degree course. Moreover, since the first final examination is scheduled for some four years' time, the details of the scheme outlined below must be considered rather tentative.)

i. **Objectives**

as stated : 'to provide a high level of proficiency in one foreign language and a slightly lower level in a second, applying language skills to the study of economics and a foreign economy . . . Its fundamental aim is to provide for the language student whose interest will be Europe an intellectually satisfying course, relevant to the contemporary world. The course will be a useful basis for a career in industry, commerce, the Civil Service or teaching.'

in survey descriptors : high level performance in all macroskills in both foreign languages within non-specialist register and contexts of general economic theory and the economy of either C2 or C3 with functional training in composition (especially in FL1) and translation FL--L1--FL.

ii. **Tests as set**

FL1 and FL2 (common language component only)

1 – general language paper		20 marks
2 – applied language paper		20 marks
3 – essays in FL (texts and foreign economy background)		20 marks
4 – aural/oral :	Part I – conversation in FL	20 marks
5 –	Part II – comprehension (monitoring FL--L1)*	10 marks
6 –	Part III – ad hoc interpreting FL--L1	10 marks

FL1 only

7 – dissertation in FL (of which 40% allotted for language)

iii. **Language skills***

FL1 – 77% : 49% graphic composition / 14% auricular comprehension / 7% each – ocular comprehension and oral composition

FL2 – 70% : 30% graphic composition / 20% auricular comprehension / 10% each – ocular comprehension and oral composition

iv. **Language contexts**

economic theory / life and institutions

v. **Language functions**

FL composition (esp. FL1) / translation FL--L1--FL

vi. **Performance description**

The candidate performs well in all skills in both languages in the non-specialist register and in contexts of general economic theory and the economy of the country of one of his languages, and life and institutions. He can compose in each language, especially the first foreign language, and can translate from and into each of them in those contexts.

*calculated on limited data, for reasons stated above

Polytechnic of the South Bank

HE9 FG= MODERN LANGUAGES FG

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i. **Objectives**

as stated : 'a degree in Modern Languages [with] relevance to students' subsequent practical work in the modern world of Industry and Commerce . . . a basic knowledge of the principles of Economics and of Politics . . . as well as a study in some depth, in the foreign languages, of certain limited economic, political and international relations questions in the context of the countries concerned . . . producing linguists with a knowledge of political, economic and social affairs which would facilitate their understanding of the country and its people, rather than . . . economists or experts [with] a good knowledge of French and German.'

in survey descriptors : high level performance in all macroskills in two foreign languages in social-science contexts, with some functional training.

ii. **Tests as set**

FL1 and FL2 (Language component only)

Part I :	textual analysis	100 marks		
	oral examination	50 marks		
	regional studies essays in FL	50 marks		
	socio-literary studies essays in FL	50 marks		
Part II :	general essay in FL	150 marks		
	translation (FL--L1--FL*)	150 marks		
	oral examination	150 marks		
	special subject option essays in FL	200 marks	(900)	
either FL1 or FL2 :	dissertation in FL		300	(1200)

iii. **Language skills**

FL1/FL2 – 92% : 60% graphic composition / 11% auricular comprehension / 11% oral composition / 10% ocular comprehension

FL2/FL1 – 94% : 71% graphic composition / 8% auricular comprehension / 8% oral composition / 7% ocular comprehension

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iv. **Language contexts**
FL1 and FL2 – life and institutions
1 of : economics / politics and government / international relations
FL1 or FL2 : a topic in regional studies

v. **Language functions**
FL1 and FL2 : composition / translation FL--L1--FL

vi. **Performance description**
The candidate performs well in all macroskill areas in both languages, especially in writing. He can compose and translate both ways in the non-specialist register and in contexts of life and institutions, one of economics / politics and government / international relations in both foreign languages, and a special topic in regional studies in one of them.

*calculated on limited data, for reasons stated above (HE8).

Wolverhampton Polytechnic

HE10 two of FGRS= MODERN LANGUAGES FG RS

(Since this course was scheduled to begin in October, 1972, the original plan for an Ordinary/Honours division has had to be revised. Complete details are therefore not available.)

i. **Objectives**
as stated : 'The course is . . . designed to give students a high degree of fluency in two modern foreign languages and a thorough knowledge of the current economic and political situation of relevant countries. Students will also be given a basic understanding of the structure of language, and an introduction to a third foreign language. The central theme of the course will be "Change in Europe" . . . Starting with a study of the development of the national and international institutions of Europe during the twentieth century, the course leads on to an examination of the functioning of modern Europe. The general theme, however, is not intended to restrict the focus of the student's attention totally to the European scene, and in the final year . . . there is an evaluation of economic relationships within Europe and between Europe and the outside world.'
in survey descriptors : high level performance in all macroskills in two foreign languages in contexts of social sciences (economics and international relations), with some functional training and an introduction to a third (related) language.

ii. **Tests as set** (proposed language components only)
FL1 and FL2 :
2 × 3-hour papers
oral examination : conversation / aural tests / interpreting } 200 marks
NB: 20% of the marks allotted to each subject are for course work.
In determining the award of the degree, the marks for Year 2 and Year 3 (Dissertation) are to be taken into account, along with marks for Year 4 in proportion 1 : 2 : 7.

iii. **Language skills**
(data not yet available)

iv. **Language contexts**
FL1 and FL2 : politics / economics / life and institutions
FL3 : nil

v. **Language functions**
(data not yet available)

vi. **Performance description** (incomplete)
The candidate should perform well in all four skill areas in two foreign languages in the non-specialist register and in contexts of politics and economics. He will have some functional expertise.

Portsmouth Polytechnic

HE11 FRENCH STUDIES (Hons.) F

i. **Objectives**:
'This honours degree course is designed to meet the needs of students of French who are anxious to acquire a wide understanding of France and the French people through a study of the language, politics, society, economics, geography and culture of the country. Provision is also made for students to pursue specific aspects in considerable depth. The types of career for which this degree could be suitable are teaching at all post-primary levels, the Civil Service, international organisations, journalism and other communications media, commerce and industry, etc.'

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PORTSMOUTH POLYTECHNIC – HE11 (contd.)

ii. Structure — average hours per week

subject area	1	2	3	4	5	6	7	8	9	10	11	12	title of unit course
French	4	4	4	4	4	4				6	6	6	French language
linguistics	1	1	1	1	1	1							French linguistics
philosophy	1	1	1	1	1	1							History of ideas in France
literature	1	1	1	1	1	1							French literature
history	1	1	1					F R					Historical background of modern France to 1914
geography	3	3	3					A					Making of the French landscape
economics	3	3	3					N					Structure of the French economy
				2	2	2		C E					Regional economic organisation and planning in France
institutions				3	3	3							Government, institutions and social structure of France
politics				1	1	1							Political, social and cultural history of post-1914 France
project				1	1	1				1	1	1	Project preparation
special subjects										6	6	6	Three special subjects

NB:

i. Three special subjects are chosen – from different groups: (1) language (2) literature (3) the arts (4) social sciences

ii. the project is a 5–8000 word dissertation in French, done partly during the third year in France.

iii. Role of language

Final examination: 5 papers and project

FL :	French language 1	*L1* :	Special subject 1
	French language 2		Special subject 2
	Project in French		Special subject 3

Portsmouth Polytechnic

HE12 — GERMAN STUDIES (Hons.) — G

i. Objectives:

'designed to give students a general education in the field of German Studies, but it will place special emphasis on the acquiring of proficiency in the language, as well as on the study of political and social development and structure, and on the study of one of the two areas of specialisation, economics or literature . . . It is considered that graduates of this course will be well equipped, according to their specialisation, to enter careers in commerce and industry, the Civil Service, teaching, information media and other areas of employment which require both high competence in the language and an informed understanding of Modern Germany in its many different aspects.'

ii. Structure — average hours per week

subject area	1	2	3	4	5	6	7	8	9	10	11	12	title of unit course
German	8	8	8				6	6	6	4	4	4	German language
philosophy							5	5	5*				German literature and thought
history	2	2	2										Development of Germany from Reformation to 1945
literature	2	2	2		G E								Introduction to literary method and study of selected texts
economics	3	3	3		R M A								Introduction to the principles of economics
					N		5	5	5*				The German economy
institutions	3	3	3		Y								Post-war West Germany: development and institutions
politics							2	2	2				German political and social thought (1600–1945)
sociology							3	3	3				Contemporary West German society
project										4	4	4	Dissertation consultation
special subjects										6	6	6	Three special topics

*alternatives

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PORTSMOUTH POLYTECHNIC – HE12 (contd.)

iii. Role of language

Final examination :	*Year 3*	German language	10%
		German political and social thought	7%
		Contemporary West German society	7%
		The German economy *or* German literature and thought	14%
		Project in German	7%
	Year 4	German language	11%
		Special subjects	33%
		Dissertation	11%
			100%

%FL – 39%

Portsmouth Polytechnic

HE13 RUSSIAN AND SOVIET STUDIES (Hons.) R

i. Objectives:

'The course is intended to educate its graduates in a manner which will provide the opportunity for depth of study in chosen fields, allied to a basic breadth of interest and knowledge. It is considered that graduates will be fitted to take up positions in any of the normal fields entered by graduates from orthodox Russian courses, but that they will also be especially useful in areas such as industry and commerce, broadcasting, journalism and international organisations where a good understanding of the Soviet system may be essential as well as considerable fluency in the Russian language and some knowledge of economic principles.'

ii. Structure average hours per week

subject area	term 1	2	3	4	5	6	7	8	9	10	11	12	title of unit course
Russian	10	10	10	8	8	8	8	8	8	8	8	8	Russian language
literature	2	2	2	3	3	3*	2	2	2*	2	2	2*	The Russian novel
history	2	2	2	2	2	2							Russian history
							2	2	2				History of the USSR
economics	2	2	2	3	3	3*	2	2	2*	2	2	2*	Introduction to economics
politics				2	2	2							European social and political thought
							2	2	2				Russian social and political thought
										3	3	3	Soviet political system
option							3	3	3*				*either* Russian poetry and drama *or* economics
special subjects							2	2	2*	2	2	2*	Realism in Russian literature *or* Soviet economic development
project							1	1	1	1	1	1	FL, linked with special subject

*alternatives

iii. Role of language

Final examination :	Russian and Soviet history	10%
	Russian poetry and drama *or* economics	5%
	European political and social thought	5%
	Russian language (incl. oral tests)	25% (½ oral)
	Russian social and political thought	5%
	Soviet political system	15%
	Special subject	20%
	Project (in Russian)	15%
		100%

%FL – 40%

Portsmouth Polytechnic

HE14 SPANISH (Hons.) **S**

i. Objectives:

'. . . a single subject Honours degree in Spanish. It involves an intensive and practical approach to the study of language, and a detailed study of the two main periods of Spanish literature: Golden Age and Modern. This work is supplemented by a series of ancillary studies involving linguistics and elements of history and the arts, with a choice of "special subject" in the last two years of the course. Throughout the course individual and independent work will be encouraged, and particular importance will be attached to the dissertation to be submitted in the final year.'

ii. Structure average hours per week

subject area	term 1	2	3	4	5	6	7	8	9	10	11	12	title of unit course
Spanish	4	4	4				2	2	2	2	2	2	Spanish language
linguistics	2	2	2										Phonetics and linguistics
literature	4	4	4										Literature
							4	4	4				Golden Age literature
										4	4	4	Modern literature
economics politics sociology arts	2	2	2		S P A I		2	2	2	2	2	2	Ancillary studies: 5 per year in five sessions of five weeks each
statistics science technology psychology	2	2	2		N		2	2	2	2	2	2	Contrasting studies: wide range of science and social science topics
special subject							2	2	2*	2	2	2*	Choice from range of topics taken for two years
dissertation							1	1	1	1	1	1	Dissertation

*special subject options include:
Portuguese
Spanish art
Spanish linguistics
Music of Spain
Regional cultures of Spain

NB : The dissertation to be written in either English or Spanish, 10–12,000 words, awarded 15% of final mark

iii. Role of language

Final examination : 8 papers and dissertation

Spanish language (2)	25%
Golden Age literature (2)	20%
Modern literature (2)	20%
Ancillary studies	10%
Special subject	10%
Dissertation (FL or L1)	15%
	100%

%FL – 20% / 35%

Portsmouth Polytechnic

HE15 LATIN AMERICAN STUDIES (Hons.) **S**

i. Objectives:

'The course is designed as a general education in the field of Latin American Studies, with particular reference to the historical development of Latin America, its regional geography and social and economic growth, and its culture. The bases of the course will be the study of Spanish, the history of Latin America from pre-Conquest times to the present day, and a choice of either economic and geographical studies or social and literary studies . . . Graduates of this course would be well equipped to enter careers in commerce and industry, the Civil Service, teaching, and any other areas of employment which depend on the establishment or development of relations between [Great Britain] and the countries of Latin America.'

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ii. **Structure** average hours per week

subject area	term 1	2	3	4	5	6	7	8	9	10	11	12	title of unit course
Spanish	5	5	5		L		3	3	3	3	3	3	Spanish language
literature	2	2	2		A		3	3	3*	3	3	3*	Latin American literature
history	2	2	2		T		3	3	3	3	3	3	History of Latin America
					I								
geography	2	2	2		N		3	3	3*	3	3	3*	Geography of Latin America
economics	2	2	2		A								Introduction to the principles of economics
					M		3	3	3*	3	3	3*	Economic studies
sociology	2	2	2		E		3	3	3*	3	3	3*	Sociological approaches to Latin America
					R								
dissertation					I		1	1	1	1	1	1	Dissertation
					C								
					A								

* after year 1 the student chooses *either* Economic studies and Geography of Latin America *or* Sociological approaches to Latin America and Latin American literature.

NB : The dissertation is written either in English or in Spanish, 10–12,000 words, awarded 20% of total mark.

iii. **Role of language**

Final examination : 8 papers and dissertation

	Spanish language	20%
	History of Latin America	20%
	(Economic studies	20%
	(Geography of Latin America	20%
or	(Sociological approaches to Latin America	
	(Latin American literature	
	Dissertation	20%
		100%

%FL – 20% / 40%

Ealing Technical College

HE16 MODERN EUROPEAN STUDIES **FG RS**

i. **Objectives:**

'. . . to undertake selected studies, coordinated and based on traditional disciplines at the appropriate level within a Modern European context. This "core" of basic disciplines consists of economics, geography, history, and politics and runs through all three years of the course; to it is added study of one major European language to a level which gives a high standard of comprehension and a reasonable active command. . . . It is intended to introduce the student to the methods and practical usefulness of the techniques of the social sciences, and through the study of the development of the "European" concept to foster an awareness of the interplay of geographical, historical, economic and political factors in shaping a modern multi-national society . . . The course is not intended to cater for specific vocational aims, but it is expected that the bulk of graduates will find employment in those careers where a trained insight into the problems of modern Europe and the techniques of the social sciences, allied to a good knowledge of a modern European language, will be of practical value.'

ii. **Structure** average hours per week

subject area	term 1	2	3	4	5	6	7	8	9	title of unit course
FL	3	3	3	3	3	3	3	3	3	French/German/Russian/Spanish
history	2	2	2							The evolution of modern Europe
				3	3	3	3	3	3	European history
geography	3	3	3							Geographical principles and techniques
				3	3	3	3	3	3	Geography of Europe
economics	2	2	2							Economic principles
	2	2	2							Economic and social statistics
				3	3	3	3	3	3	Economics
institutions				3	3	3	3	3	3	Comparative government
politics	2	2	2							Introduction to politics and political systems

iii. **Role of language**

Final examination : 9 papers

Modern language	1 paper		
Economics	2 papers	History	2 papers
Government	2 papers	Geography	2 papers

HE18 LANGUAGES, ECONOMICS AND POLITICS (Joint Hons.) **FG**

i. Objectives

'This four-year course offers a wide-ranging programme to students who wish to continue their language studies but whose interests tend towards social analysis rather than towards the literary studies provided by the traditional language degree. The intensive study of a modern language is combined with a thorough training in Economics or Politics, so that the graduate has the benefit of a dual speciality. Excellent employment prospects will be found in those fields in which high competence in a language and a thoroughgoing knowledge of Economics or Politics are relevant.'

ii. Structure average hours per week

subject area	term 1	2	3	4	5	6	7	8	9	10	11	12	title of unit course
FL	5	3	3	5	5	3				4	4	4	French / German / Spanish
philosophy		2	2	2	2	4							Introduction to currents of thought
history	2	2	2										Social and economic history
				2	2	2							Economic history
				2	2	2		ABROAD					Social history
economics	3	3	3	3	3	3				2	2	2	Principles of economics
	2	2	2*	2	2	2							Principles of quantitative analysis
	2	2	2*										Statistical methods and sources
				2	2	2				2	2	2	Applied economics
										2	2	2	2 options†
										2	2	2	
or :													
politics	2	2	2										Politics and government UK
	2	2	2										Introduction to the study of politics
				2½	2½	2½				2	2	2	Political philosophy
				2½	2½	2½				2	2	2	Comparative politics
				2½	2½	2½				2	2	2	Political sociology
										2	2	2	Option from list of 4†

*alternatives

†options :	
Economics	*Politics*
International economics	Politics and government of France
Economics of industry	Politics and government of Germany
Business administration	Regional government
Economics of developing countries	Political philosophy of a modern European school

iii. Role of language

Final examination:

		course	*examination*
Language:	written papers (2)	30	110 marks
	oral tests		60
	contrastive phonology (year 2)	22	60
Currents of thought		30	110
Special subject		30	110
		112	450
Economics / Politics		112	450
Project :	language		15
	content		85
		224	1000

%FL – 24·5%

HE27 INTERNATIONAL MARKETING (Hons.) FG S

1. Overall Course

i. **Objectives:**

'The aim of the course is to offer an intellectually challenging course which on the one hand provides the basic knowledge and skills necessary for an analytical approach to the problems of international marketing and on the other hand develops the student's use of a foreign language as a means of business and social communication.'

ii. **Structure** average hours per week

subject area							term						title of unit course
	1	2	3	4	5	6	7	8	9	10	11	12	
FL	5	5	5	5	5		I		3	3	3	3	French / German / Spanish
economics etc.	2	2	2	2	2		N						Economics
	2	2	2	2	2		D						Accounting
	4	4	4	4	4		U						Statistics and maths.
	2	2	2	2	2		S						Behavioural studies
	2	2	2	2	2		T						Macro-marketing
	1	1	1	1	1		R I						Technological and scientific environment
							A L		1	1	1	1	Technological and scientific development
									5	5	5	5	Micro-marketing
							T		2	2	2	2	Business mathematics
							R A		1½	1½	1½	1½	Investment trade and finance
							I N		1½	1½	1½	1½	Economics of pricing and production
							I N		3	3	3	3	International marketing law and financial control
project							G		3	3	3	3	Marketing project

NB : Industrial training entails four months in U.K. and eight months abroad in C2.

iii. **Role of language**

Final examination :

Marketing studies	400 marks
Marketing project	200
Language studies	200
	800

%FL – 25% (15% written, 10% oral)

2. Language component

i. **Objectives**

as stated : 'To strengthen the student's command of the spoken and written language so as to enable him to use it accurately and expressively in a business or social context; to develop the student's knowledge and understanding of the political, economic and cultural life of the country where the language is spoken.'

in survey descriptors : comprehension and composition in FL in contexts of life and institutions in C2 and international trade.

ii. **Tests as set** (Part II)

1 – L1 précis of FL written text (c factor)	
2 – translation L1--FL (with dictionary, c)	
3 – essay in FL (choice related to course)	60%
4 – discussion in FL of course subjects (c)	40%

iii. **Language skills**

FL – 80% : 30% graphic composition / 20% auricular comprehension / 20% oral composition / 10% ocular comprehension

L1 – 20% : 10% ocular comprehension and graphic composition

iv. **Language contexts**

life and institutions / business and commerce / economics

v. **Language functions**

nil

vi. **Performance description**

The candidate can read and write the foreign language in the non-specialist register and in contexts of life and institutions, business and commerce, and economics (marketing); he can also understand and make himself understood in speech in those contexts.

6.01 It was stated earlier that the terms of the survey brief were to exclude courses of the 'conventional language and literature type'. However, preliminary examination of university courses soon indicated that this formula was insufficiently precise to be a satisfactory guide. Two steps were therefore taken in order to provide more definite guidelines: (1) universities were invited to nominate the courses they wished included in the survey (several stated that they had none which qualified); (2) for the remainder, the 'language and literature' was broadened to include 'language and humanities'; thus courses which included, with language and literature, only such subjects as history and philosophy or which added to these only a small, possibly optional, social science component, were excluded from detailed analysis. They are, however, listed and briefly described in alphabetical order in paragraph 7.

6.02 Though the courses included in this category have sufficient in common to justify their being grouped together, there is one important factor which sub-divides them into two groups. This is the factor of compulsory residence abroad – a feature rapidly becoming more widespread but which still does not extend to all courses. It is clearly likely that students of FGIS will have had the opportunity to visit the relevant countries independently, but for the student of Russian this is by no means the case. Moreover, there is a difference between visiting the country in a tourist capacity and living there for some length of time, but this latter is not likely to happen except as an integral (i.e. funded) part of a formal course. Quite apart from the cultural shock already discussed, such residence must necessarily be reflected in the student's performance in language, at least as far as his command of the comprehensional skills is concerned, and this gives him a distinct advantage over other students who have not resided abroad. The student who has lived in the country whose language he is studying may fairly be said to be able to operate in the context of 'life and institutions' in that country; the student whose knowledge is not first-hand cannot necessarily claim such a qualification.

6.03 Like students who have completed certain CNAA courses, the graduate of a university course of the 'language and humanities' type may be said to command all four macroskills within the non-specialist register and within the contexts of the subjects studied. This does not, of course, exclude the possibility of greater emphasis on comprehensional skills as opposed to compositional, or on skills entailing written forms of language (ocular comprehension/graphic composition) as opposed to spoken forms (auricular comprehension/oral composition). And to this must be added the factor of residence abroad, discussed in the previous paragraph and in Appendix I.

6.04 A further important feature of language and humanities courses is that as elements in combined courses they may be studied together with an extremely wide variety of other subjects. Some indication of this range is given in the alphabetical summary in paragraph 7, though this is intended to be illustrative rather than complete.

6.05 Direct comparison or definition of the courses in which language, literature and humanities may occur, and precise assessment of the relative proportions, are rendered difficult by the terminology employed. Thus courses may be main, principal, major, equal, subsidiary, supplementary, ancillary, accessory, minor etc., though it is likely that some of these terms are synonyms. Similarly, certain combinations may be obligatory, normal, recommended, optional, alternative, possible and even, in one case, 'forbidden'. Degrees may be Honours, Single Honours, Dual Honours, Joint Honours, Combined Honours, General Honours, Special, General, Ordinary, Pass etc., and an MA in Scotland may be no more weighty than a BA south of the border. Perhaps the only clear conclusion is that even if the language component (whichever category it comprises) is of the 'conventional language and literature type', the language skills imparted in it are shared by a large number of graduates whose main interests lie elsewhere.

6.06 Though the conventional courses differ from each other in many respects, it is possible to make certain general statements about them as a category, particularly concerning the language tests which form part of the final examination scheme. Almost without exception this contains three basic elements: translation FL--L1 and translation L1--FL; essay in FL; and an oral test, the contents or format of which are rarely stated. For students who have spent a period abroad, there may also be a dissertation in the FL, though practice varies widely on this point, as evidenced in Appendix I. The notable feature of such an examination scheme is that it employs the two techniques of translation and essay writing purely as testing devices; they do not indicate functional training, though this does not suggest that they are not suitable preparatory courses for training of that type.

6.07 Colleges of the University of Wales (Prifysgol Cymru) offer a quite homogeneous group of conventional courses leading to the award of degrees by the University, not the colleges. A notable feature, however, is the attention and importance attached to voluntary 'service' courses of language for students of science.

6.08 Scottish universities fall into two distinct groups. The older universities (Aberdeen, Dundee, Edinburgh, Glasgow, St. Andrews) offer courses of a strictly conventional type, and award a first degree of MA at two levels, Ordinary (cf. English BA) and Honours (after a four-year course), though from the current session Edinburgh has partly abandoned this terminology by deciding to substitute BA for the Ordinary degree, while keeping MA for the Honours. The newer universities (Heriot-Watt, Stirling and Strathclyde) have abandoned it altogether, though with the notable exception of Heriot-Watt, they conform to the same general pattern of courses.

6.09 The University of London is so vast and complex, and the inter-collegiate arrangements so numerous and diverse, that it would be a fit subject for an entire survey on its own. It is therefore represented in the alphabetic list in paragraph 7 simply by one major constituent college, University College (UCL).

6.10 An apparently obvious way to categorise universities is in such groups as ancient universities, civic universities, new universities etc.; however, scrutiny of language syllabuses quickly suggests that, for example, there is little in common between Oxford and Cambridge and that civic universities, while sharing a common tradition, may also show quite wide divergencies, both between themselves and, within each one, in their treatment of the different languages. In general, courses of French tend to concentrate indeed on language and literature; for German, there is usually a greater admixture of history and institutions; Italian is often available only as an appendage of French or Latin; Spanish is paired with Portuguese (or Catalan) in Hispanic studies; Russian is almost always awarded different treatment, being allied more closely with social science or modern subjects.

6.11 The new universities, though they figure large in the list of courses analysed in detail in this chapter, are by no means all equally willing to experiment with new courses. Besides, the new universities fall into perhaps two fairly discrete sub-groups; the former colleges of technology, commerce, or advanced technology on the one hand, and the entirely new foundations on the other. Not surprisingly, the former group has much in common with the polytechnics from the point of view of course design; in the second group the inherited influence of the ancient universities is unmistakably felt.

6.12 The courses selected for closer analysis as being not of the 'conventional type' do themselves differ in several ways – the nature and mix of the non-language element, the size of the language component, the role allotted to language, etc. Moreover, the extent to which this last is explicitly stated, and the details of actual teaching and examining arrangements made available are also extremely varied. Analysis has therefore varied accordingly, though following the same general pattern as in the examination of other courses. The pattern has been extended to include a statement of the objectives of the course as a whole, since this is a necessary preliminary to a definition of the place of the language component within that course. (This pattern was followed also in describing certain CNAA courses, e.g. HE27.)

6.13 The general scheme is:

Overall course : objectives
structure
role of language
Language component : objectives
structure
tests
skills/contexts/functions
performance description/application rating.

However, for reasons already stated, it is rare that data under every one of these headings can in fact be supplied. Moreover, a number of the courses are so newly instituted that they have not yet produced a first generation of graduates, and it must therefore be supposed that certain details, no matter how carefully planned and defined, may well be subject to change as experience is gained. Such details must therefore be considered to have a rather tentative nature at this time. Wherever this is possible, output figures for 1972 are also included.

6.14 One attitudinal difference of the former colleges of technology is seen in the detail in which their syllabuses tend to be set out. Quite precise objectives, schematic programmes and detailed plans of language teaching, calculated in terms of hours per week, all reflect a 'scientific', practical approach, whereas even in the new-style courses mounted at old and new universities alike such features are generally lacking.

6.15 These syllabuses also contain a statement of the career prospects which their architects foresee for their graduates, and these fall very largely under the same headings as for the CNAA courses:

Table 9

CAREER PROSPECTS FOR GRADUATES as stated in university syllabuses

SPHERES OF ACTIVITY	COURSES
commerce	HE36 HE37 HE39 HE41 HE45 HE46 HE48 HE50 HE51 HE55
industry	HE36 HE37 HE39 HE41 HE45 HE46 HE48 HE50 HE51 HE55
teaching	HE36 HE37 HE39 HE41 HE46 HE50 HE55
Civil Service / government	HE37 HE41 HE46 HE50 HE55
international organisations	HE41 HE45 HE46 HE48 HE50 HE51 HE55
journalism / advertising	HE37 HE39 HE50
interpreting / translating	HE41 HE46 HE50

6.16 The distinguishing feature of the first group of courses analysed in detail in this section is that they all include a major science component. Alternatively, they are best described as science courses with a major language component. Even so, they vary in the proportions and relative importance given to the two elements. HE36, for example, at the University of Aston in Birmingham, 'offers the possibility of taking two subjects to degree level in a non-integrated course . . .'. At the same university, however, in another course (HE37) similarly disparate subjects are described as 'closely integrated . . . *not* a joint honours course'. At Bath (HE38) the course 'integrates the study of engineering with the study of the foreign language' (F), whereas at Manchester Institute of Science and Technology (HE39) the aim is 'to produce graduates who will not only be trained scientists or technologists . . . but who will also have a good working knowledge of a foreign language'. In some of these schemes residence abroad is optional (HE36, HE37), in others it is compulsory (HE38, HE39); in most the language is studied in a context of 'background', 'regional' or 'area' studies. The courses are listed in Table 11 under the heading 'Language and science'.

6.17 The terms 'background', 'regional' and 'area' studies are somewhat loosely used and hence capable of several different interpretations. 'Area studies' as applied to the second category of courses analysed below signifies the study of language within a context of other disciplines and subjects, possibly including but not restricted to literature and the humanities. Economics (not usually with a large mathematical element), politics and institutions, in various proportions, take the place of the literature component of the conventional course. One language is usually studied, though possibly with a minor option in another related language. HE41, which includes two languages of equal weight, is in this respect an exception.

6.18 A notable feature of this category is the prominence within it of Russian, in a Soviet studies context. At Birmingham, Lancaster and Sussex, in particular, the study of Russian is ordered differently from that of the other languages, a fact which reflects both the freedom of the course designers from established practice and tradition, and the rather different role which Russian seems called upon to play in the modern curriculum.

6.19 In the field of terminology, the titles of courses and component parts are frequently ambiguous because of the various uses of the word 'linguistics'. In some courses it refers quite simply to language: linguistic skills = language skills. In others, it may refer to philology and history of language; French linguistics may therefore mean old Provençal, Arthurian Romances etc. In only a few isolated cases does linguistics in fact denote the scientific investigation and description of language.

6.20 The third category (HE46–49) includes courses which, while differing in several respects, have in common the fact that the area studied – in a general pattern similar to the area studies type – is considered specifically in a broader European setting. Hence the title 'European studies'. In two of the four courses entailed there are sub-divisions into Western Europe and Eastern Europe, and in the latter the role of Russian is once again important. In essence the 'European' factor is the inclusion of more than one language.

6.21 The two courses HE50, HE51, 'Applied languages', have a severely vocational aim involving a high degree of functional training. Though HE50 has not yet produced any graduates, HE51 produced no less than 51 in 1972, with the following distribution by classes:

I	II(1)	II(2)	III	Pass
3	24	21	2	1

6.22 The fifth category, 'Miscellaneous courses', contains two with a significant element of linguistics (Essex and York). HE54 is the language component of social science courses at Kent. HE55 refers to a series of degrees in commerce and social science at Birmingham, sharing a common language element in Russian studies.

6.23 **Table 10**

UNIVERSITY LANGUAGE COURSES

1.	University of Aston in Birmingham*	FG R	
2.	University of Bath*	FG	(IRS)
3.	University of Birmingham*	FGIRS	
4.	University of Bradford*	FG RS	
5.	University of Bristol	FG RS	(I)
6.	Brunel University		(FG R)
7.	University of Cambridge	FGIRS	
8.	University of Durham	FGIRS	
9.	University of East Anglia	FG R	(I)
10.	University of Essex*	F R	
11.	University of Exeter	FGIRS	
12.	University of Hull	FGIRS	
13.	University of Keele	FG R	
14.	University of Kent at Canterbury*	FGI	(R)
15.	University of Lancaster*	F R	(G)
16.	University of Leeds	FGIRS	
17.	University of Leicester	FGI	
18.	University of Liverpool	FGIRS	
19.	University of London (University College)	FGIRS	
20.	Loughborough University of Technology*	FG	
21.	University of Manchester	FGIRS	
22.	University of Manchester Institute of Science and Technology*	FG R	
23.	University of Newcastle upon Tyne	FG S	
24.	University of Nottingham	FG RS	
25.	University of Oxford	FGIRS	

continued on next page

TABLE 10 - University language courses (contd.)

26.	University of Reading		FGIR	
27.	University of Salford*		FGIRS	
28.	University of Sheffield		FG RS	(I)
29.	University of Southampton		FG S	(IR)
30.	University of Surrey*		FG R	
31.	University of Sussex*		FGIR	
32.	University of Warwick		FGI	
33.	University of York*		FG	(S)
34.	University of Wales :	University College of Aberystwyth	FGIRS	
35.	(Prifysgol Cymru)	University College of Bangor	FGIR	
36.		University College of Cardiff	FGI S	
37.		University College of Swansea	FGIRS	
38.		St David's University College	FG	
39.	University of Aberdeen		FGIRS	
40.	University of Dundee		FG	
41.	University of Edinburgh		FGIRS	
42.	University of Glasgow†		FGIRS	
43.	Heriot-Watt University*		FG RS	
44.	University of St Andrews†		FGIRS	
45.	University of Stirling		FG S	
46.	University of Strathclyde		FGIRS	
47.	The Queen's University, Belfast		FGIRS	
48.	The New University of Ulster*		FG R	(S)

*=Analysed in detail in para. 8.

†=Language and literature only; not discussed.

Abbreviations in brackets denote minor courses only.

7.00 *Conventional University Courses*

7.01 ENGLAND

3.* University of Birmingham

BA (Hons.) FGIRS

Special Honours: (single subject): one main and one subsidiary (one or two years) or supplementary (three years)

Combined Honours : two equal subjects, incl.:

FG/FI/FR/FS/GI/GR/GS/IR/IS/SR

FGIRS may also combine with: archeology/drama/English/geography/Greek/history/Latin/mathematics/music/philosophy/physical education/theology;

FG – with African studies;

FS – with American studies;

FIS – with Romance linguistics.

FGIRS are also available as subsidiary subjects in the Special degree:

F : Language and literature, with some 'institutions' etc. in year 1; four-year course, with year 3 abroad.

G : Language and literature with some social science options.

I : Language and literature; third year abroad. Italian Renaissance studies – literature.

R : Language/literature/history. Final year options include Serbo-Croat; three-months intensive language course, with visit to U.S.S.R.

S : Language/literature/history/Portuguese; third year abroad.

For courses in the School of Russian Studies, see pp. 129-130.

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* numbers refer to the list of university courses in Table 10 above.

5. University of Bristol

BA (Hons.) — **FG RS (I)**

Special Honours : one subject + one subsidiary
Joint Honours : two equal subjects

obligatory residence abroad

Special Schools : F/G/R/S
F with drama /I/G/S/Latin/philosophy
(wide range of subsidiaries) G with drama
S with drama/Latin
R with English.

F : Language and literature; subsidiary G/I/R/S/Portuguese/religion/theology.
G : Language and literature; subsidiary F/I/R/S/archeology/ancient history/English/Greek/history of European art/Latin/music/politics/Portuguese/religion/theology.
I : with F language and literature.
S : Language and literature + Catalan/Portuguese.

6. Brunel University

B Tech. (4-year sandwich course) — **(FG R)**

Complementary Studies : at least one subject from the humanities or social sciences, assessed at the end of each year.

Years 1, 2 : FGR courses – beginners/intermediate/advanced.
Years 3, 4 : FGR advanced courses, with literature.

Tests : written and 'aural/oral'.

7. University of Cambridge

BA (Hons.) — MODERN AND MEDIEVAL LANGUAGES — **FGIRS**

Tripos, Part I : one year – equal stress given to two languages. The main emphasis is on liguistic activities, but certain periods of literature are also compulsory;

Tripos, Part II : two years – with optional ('encouraged') year abroad after term 2. Part II is chosen from a range o over 90 options, in which – 'students may *either* develop further and extend their literary and linguistic studies already initiated in Part I *or* study literature and languages with which they have not been concerned before. Candidates for Part II may either specialise in the literature and language of one country or concern themselves with the literatures of two countries. There is also a wide range of options in Part II concerned with general linguistics and comparative philology, as well as the history of the main European languages. Language laboratories are available for the use of all students, both to improve their grasp of languages they have already studied and to assist them in learning new languages'.

A Certificate of Competent Knowledge in any language normally available in Part I may be obtained by candidates achieving at least a second class. The tests include translation (FL--L1--FL), an essay (FL) and an oral examination.

8. University of Durham

BA (Hons.) — **FGIRS**

Honours courses are available in: F/G/R/S – single subjects; F & G/ F & R/ F & S/ G & R/ G & S – two subjects. The third (of four years) is normally spent abroad.

General degree courses incl. – year 1, three or four subjects; years 2 and 3, three subjects. Courses are available in F/G/I/R/S – each incl. one month abroad. The courses are of the conventional language and literature type.

9. University of East Anglia

BA (Hons.) — **FG R (I)**
Danish/Norwegian/Swedish

In the School of European Studies all students must take one FL, either as their major subject or as a minor.

Preliminary course (two terms): Language, literature, history + one of: philosophy/economics/linguistics.

Honours course (ten terms) : twelve seminars (termly units), including history and literature, with minimum of three hours per week language classes. Hons. Language available to those qualified post-'A' level and obligatory for literature majors. Ancillary language courses are available for history majors not wanting Hons. Language. Two ancillary language courses (FL1 and FL2) are equal to one Hons. Language (FL1). All students are encouraged to study two FL, either one Hons. + one ancillary, or two ancillaries. Italian is available as a second ancillary; Spanish is planned.

Hons. Language includes a year abroad; ancillary – one long vacation. In Hons. and one ancillary final examinations there are written and oral tests; for two ancillaries all the tests are written only. Inter-school degrees between the School of European Studies and the School of English and American Studies (comparative literature) include compulsory language; with School of Social Studies (planned for 1973) will include language, but this will be tested separately from the final examination proper.*

Service courses in FGIR are available at the Language Centre.

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* *output 1972:* Hons. F-34, G-20, R-13; one ancillary F-11, G-6, R-5; two ancillaries FR-1, GR-1, GF-1, F+Norwegian-1, F+Swedish-1; comparative literature F-10, G-4, R-2; chemical science, G-8, R-0.

11. University of Exeter

BA (Hons.) — **FGIRS**

The University has Departments of: French and Italian / German and Russian / Spanish; courses are of the language and literature type.

F : Single Hons. or Combined with G/I/R/S/Latin/drama/music.
G : Single Hons. or Combined with F/R/S/Latin/philosophy.
I : Combined Hons. with F/S.
R :
S : Single Hons. or Combined with S/R/Latin/philosophy.

For F Single Hons. – two long vacations or optional year abroad; G – one semester; I – one long vacation; S – two long vacations and optional year.

12. University of Hull

BA (Hons.) — **FGIRS**

Special degrees : one main subject + one subsidiary (2 years) or two ancillaries (1 year).
Joint degrees : two main subjects, possibly with one ancillary also.
Special : FGIRS require a subsidiary subject, which may be another language or: drama/economics/English/Greek/Latin/music/pyschology/Swedish/theology/American history/ American literature /political institutions/political thought.

The courses are of the language and literature type; residence abroad is obligatory, but the details are now under review,

Joint : F – may combine with: G/I/R/S/drama/English/history/Latin/political studies/Swedish.
G – with F/I/R/drama/English/Swedish/Greek/music/theology.
I – with F/G/drama/English/Latin.
R studies – with F/G/S/drama/political studies/sociology.
S – with F/R/drama/English.

13. University of Keele

BA (Hons.) — **FG R**

Undergraduate courses at Keele consist of a foundation year, followed by a 3-year course consisting normally of two principal subjects and two subsidiaries. These may include F/G/R.

F : Language and literature, with some background studies as a subsidiary subject. Minimum of three months abroad, with optional intercalated year after year 2.
G : cf. F.
R studies : Language and literature, with social, political and intellectual history.
F/G/R : may combine with : each other or with economics/English/Greek/history/Latin/law/philosophy/psychology
F : may also combine with : geography/politics.
R : may also combine with : politics/chemistry/geology/physics/sociology. Sessional courses in F/G/R are available for beginners during the foundation year. There is a language requirement in the International Relations Joint Hons. course (translation FL--L1), with a field course in C2.

14. University of Kent at Canterbury

BA (Hons.) (in the School of Humanities) FGI (R)

Single subject degrees

These courses are essentially of the language and literature type after a common first year which includes also history and philosophy. The language component in the final examination occupies two out of seven papers, testing translation (FL--L1--FL) and essay (FL) writing. In Italian there is also an optional history of language paper. The remaining papers concern literature. There is also an oral test.

Combined degrees

The combined courses include two subjects – a major and a minor. The final examination consists of four major papers, two minor papers and a translation paper. If both the major and minor subjects are languages, the total of seven papers must include a translation paper in each. There are no other language papers, but there is an oral test. All three languages may combine with each other or with English/Greek/history/Latin/philosophy /theology. After Part I (first year) the student may switch to any Part II in any discipline, including the social sciences.

For courses of languages for social scientists see detailed analysis, p. 129.

15. University of Lancaster

BA (Hons.) F R (G)

Undergraduate courses at Lancaster consist of two parts:

Part I : one year – made up of three equal parts;

Part II : two years – concentrated on one or two (exceptionally three) major fields comprising nine units, which for single subject courses include a minor component and a 'free ninth-unit' option.

Part I may include : French studies / German studies / Russian and Soviet studies; Part II major fields available (1972–73) include: English and French studies / French studies / French and Russian studies / history and Russian / Latin and French studies / Russian and Soviet studies. French language courses normally last four years, Russian three, but an extra year is available for students entering without sufficient knowledge of Russian. As an element in Part I or Part II (minor or 'free ninth-unit'), language may form part of a very large number of courses spanning a variety of subjects.

French studies / German studies (minor)

'The course in French Studies at Lancaster aims at a conspectus of French culture as a whole and is not conceived purely as leading to a Language-Literature degree.' It includes also elements of history, thought and 'the arts' and therefore falls into the category of courses in 'language and humanities'. This is also the nature of the combined courses : English and French studies / French and Russian studies / Latin and French studies. German studies is temporarily a section of the Department of French Studies and is available only in Part I or as a two-year minor course or ninth-unit in Part II. In conception it resembles French Studies.

Russian and Soviet studies

There are four possible degree schemes or 'streams' within Russian and Soviet studies: one concerned largely with literature; one with history and literature; one with history and institutions; one with the modern period. For analysis of the last two streams see p. 115. Russian may also be taken in the Combined Hons. courses: Russian and history / Russian and politics / Russian and French studies / Russian and linguistics. For a description of the language component see pp.115-6.

16. University of Leeds

BA (Hons.) FGIRS

Single honours : F/G/I/R/S

F : may combine with Arabic/English/language and literature/Hebrew/history/Latin languages and literatures/ management studies/philosophy/religious studies/Portuguese/theology/Greek civilisation;
G : with language and literature/philosophy/music;
I : with English/language and literature/music;
R : with English/Russian studies and history/language and literature/philosophy;
S : with Arabic/English/fine art/history/Latin/Portuguese/language and literature.

Obligatory residence abroad.

17. University of Leicester

BA (Hons.) FGI

Single subject degree (three years) : one main+one or two supplementaries (two years)
Combined studies : four or five subjects, including at least one for three years.

Single subject
FG Language and literature, with some German institutions;
F/G : FG+cognate subject (five terms); examination after term 6; year 3 abroad; year 4 language and literature;
I : Combined subject only.

Combined studies
FG Language and literature: shorter period;
I : beginners course available: Language and literature.
Each three-year subject must be accompanied by a two-year cognate subject:
F : G/I/English/history/history of art/Latin/philosophy
G : F/I/ " " " " " "
I : F/G/ " " " " " "

18. University of Liverpool

BA (Hons.) FGIRS

Arts Division

Single Hons. courses include F/G/I/R/Hispanic studies (HS)
Joint Hons. including combinations of F/G/I/R/S/English literature; FGIS may also combine with Latin; F with Celtic; R with modern history.

An intercalated third year abroad makes a four-year course in F/G/HS, but a three-year course in G is possible, with one term abroad. For R there is a short course in USSR when possible.

Single Hons.
F : Language and literature, with optional translation course in a second language (FL2);
G : Language and literature;
HS: Spanish and Portuguese language and literature;
I : Language and literature, plus a course on institutions. For Single Hons., year 4 is spent abroad; for Joint Hons., year 3;
R : Language and literature, with some social science options.

School of Combined Studies
Year 1
Year 2 : three subjects, including two from Arts Division.
Year 3 : two subjects, including at least one from above three.

These arts subjects may be combined with : biology/economics/economic history/geography/geology/political theory/psychology/ social science. A course of S for beginners is available, with a compulsory summer course abroad. In the School of Commerce the BCom course includes an optional language element.

19. University of London

University College

BA (Hons.) FGI S

Single subject and subsidiary *or* Combined Hons. (two subjects).
F/G/I available as Single Hons.
FGI : may combine with history of art/linguistics;
F : may combine also with philosophy;
G : with Greek/Danish/Norwegian/Swedish (two × six months abroad).
Subsidiary subjects: examined after year 2; common choices – F/G/I/S/English/Latin/history/Danish/Norwegian/Dutch.
S : Modern Iberian and Latin American Regional Studies: language/literature/history/Portuguese ('reading knowledge').

All courses last four years, with the third spent abroad.

21. University of Manchester

BA (Hons.) **FGIRS**

Degrees are awarded at Hons., General and Pass levels.

Honours Schools

American and Russian studies (4)
English and Italian (4)
French studies
French and drama (4)
German and drama
German language and literature
German and philosophy
Spanish studies
Hispanic studies
Italian studies
Russian studies (4)
Latin and French (4)
Spanish and Classical Arabic (4)
Modern languages (any two of FGIRS)

Numbers in brackets indicate length in years; four year courses include residence abroad. The language element is language and literature.

Honours courses include a subsidiary subject from the general list; there is a Latin entrance requirement for FGI S and modern languages.

General degree

Four intermediate courses (first year); three general (second year); two special (third year), from a wide range of subject. FGIRS are available for all three kinds of course; beginners courses are also available in GRS. The courses are language/literature/history and other options.

23. University of Newcastle-upon-Tyne

BA (Hons.) **FG S**

General degree (with Hons.) : year 1 and 2 – three subjects; year 3 – three subjects or two (one intensive and one other).

Choice includes F/G/S and ancient history / anthropology and sociology / archaeology / computing science / Danish / economics / English language and literature / English / geography / Greek / Greek and Roman culture / history / history of art and architecture / Latin / maths / music / Norwegian / philosophy / politics / Portuguese / psychology / religious studies / science / Spanish / Swedish.

Single Hons. : available in F/G/S.
Joint Hons. : FG / FS / German and Scandinavian studies (Danish/Norwegian/Swedish) / Spanish and Latin American studies.
Single Hons. F : Language and literature, with year abroad after year 2.
Single Hons. G : Language / literature / history / geography / may include FL2; year abroad after year 2.
Joint Hons. German and Scandinavian studies; G and one other language: G post–'A' level, FL2 from scratch.
Joint Hons. Spanish and Latin American studies; S and Portuguese language and literature; one term or optional one year abroad.

24. University of Nottingham

BA (Hons.) **FG RS**

FGS : Language and literature
R : Language / literature / history / institutions / Serbo-Croat

Part I : (first year) Hons. and subsidiary includes a laboratory-based language course culminating in a one-hour test in the laboratory. This is designed:

(a) Initially to analyse and correct faults and consolidate grammar;
(b) To differentiate between modes of written and spoken expression;
(c) To enrich lexical knowledge over a planned range of registers;
(d) To increase oral fluency in such procedures as simultaneous and consecutive oral translation, preparation of résumés, etc.'

in survey descriptors: application of language skills in a variety of contexts ('registers') through a number of functions ('procedures').

Extension of this system to Part II is also planned.

Faculty of Law and Social Sciences

In collaboration with the Language Centre, it is intended to introduce a Part I subsidiary course of two hours per week non-language content and one hour per week 'language of contemporary France'. This will consist of:

non-language : geographical structure / social structure and institutions / political structure and institutions;

language : objectives:

'. . . to develop students' reading speed and to familiarise them with the vocabulary of the social sciences, so that they can read effectively books and articles in French relevant to the lecture course.'

in survey descriptors : ocular comprehension of French in social science contexts.

continued on next page

24. UNVERSITY OF NOTTINGHAM – BA (Hons.) (contd.)

Single honours : one subject + one subsidiary (incl. Soviet studies).
Joint honours : two subjects, incl. FG/IR/FS/F and Latin.
FGS – courses are four years, with residence abroad
R – includes element of Serbo-Croat
I – course is voluntary and non-examinable.

F studies : F with subsidiary English / another language / history / biblical studies / American studies / archeology / linguistics.
G studies : G with subsidiary English / another language / history / biblical studies / philosophy / American studies / archeology / mathematics / Soviet studies / linguistics.
S studies : S with subsidiary English / another language / history / biblical studies / American studies / archeology / Soviet studies / linguistics / fine art.
R studies : R with subsidiary English / another language / history / philosophy / biblical studies / American studies / archaeology / mathematics / Soviet studies / linguistics.

FGRS may be subsidiaries in Hons. medieval and modern history / theology / music / philosophy.

25. University of Oxford

BA (Hons.) **FGIRS**

In addition to the traditional language and literature courses, the Honour School of Modern History and Modern Languages offers a course combining history with one modern language and literature (32 passes in 1972); the Board of the Faculty of Medieval and Modern Languages degree course in general and comparative literature consists of the literatures of two or three languages, including FGIRS (4 passes in 1972); in the Honour School of Classics and Modern Languages, a recently introduced course may consist of a 'major' element in classical literature with a 'minor' language component from the Modern Languages School, or the same components in reverse proportions; and two subjects may also be combined in the Honour School of Philosophy and modern Languages. The last two courses have not yet produced graduates.

26. University of Reading

BA (Hons.) **FGIR**

First university course : two terms – including three subjects.
FGIR available; IR for beginners if required.

FG : Language and literature, with some contemporary history etc.
IR : Language and literature.

Subjects available (some restricted) are: ancient history / art / economics / English literature / geography / geology / Greek / history / history of art / Latin / linguistics / mathematics / music / philosophy / politics / psychology / sociology / typography / zoology.

Final course : Single subject (possibly including a special subject) *or* Combined subject (normally two).

Single subject :Four years FGI, with third year abroad
F : (new course 1973) Language / literature and thought / history and political thought;
G : Language and literature, with optional Danish / Dutch;
I : Language and literature;
R : (Department of German): Language / literature / thought / politics – at least one vacation course in USSR.
FGIR available as special subjects.

Combined subjects: FGI may combine with each other or with:
English literature / economics / politics / sociology / linguistics / Latin / history / music.
FG may also combine with: philosophy; G – with Dutch; R – with linguistics.

28. University of Sheffield

BA (Hons.) **FG RS (I)**

Year 1 : courses include three subjects.
Years 2, 3 : *either* a Single subject and subsidiary
or Dual subjects.

Single subjects : F/G/R/S Language and literature (with some history and institutions for GS). Italian is available as a subsidiary only. For FGS there is a year abroad after year 2; for IR – a visit to the country. R = Russian and Slavonic studies.

Dual subjects : F/G/R/S may combine with each other or music / philosophy;
F also with economics / English / English language / Latin / political theory and institutions
G also with biblical studies / economic history / English / political theory and institutions
R also with economic history / economics / English literature / Greek / political theory and institutions
S also with English / Latin.

29. University of Southampton

BA (Hons.) FG S (IR)

Honours courses are three years, except for F and combinations with F, which intercalate a year after year 2. FS have a Part I examination after year 1.

Single Hons. : one main and *either* one ancillary (1st year)
or Alternative Certificate (five terms).

Combined Hons. : two subjects of equal weight – FG / FS / GS.

F : Language and literature;
G : Language and literature, with some history of ideas and an option of Dutch language and literature. Single Hons. – six months abroad; otherwise two three-months vacations. FG Combined Hons., – six months cf. Single Hons.
S : Language and literature : Single – two long vacations abroad or optional year. Combined – one or two three-months.

Ancillaries : G/I/R ancient history and literature / archeology / economics / fine art / geology / law / linguistics / mathematics* / music* / philosophy / politics / theology.

Certificates : Italian studies / Russian studies / Portuguese and Brazilian / Proficiency in – F/G/R.

Courses in scientific FGR are available at the Language Centre.

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* from scratch

31. University of Sussex

BA (School of European Studies) FGIR

The School of European Studies offers two kinds of course with a language component. All undergraduates must study a language.

Major courses in French literature / French studies / German / Italian / Russian studies;
Minor language courses as part of major courses in other subjects comprising approximately one-twelfth (FGIR).

Each course lasts four years, of which year 3 is spent abroad, normally in C2. Language majors write an 8,000-word dissertation in FL. Language minors write in L1. The major course in French literature is also available in the School of African and Asian Studies, but in a different 'context'.

Course structure

Each course in the School of European Studies comprises 12 parts: five common or 'contextual' courses, five major subject courses, an arts–science course and the dissertation written in year 3 (abroad). The five 'contextual' courses are grouped in two variants – 'European humanities' and 'Modern European studies'. For details of the latter see p. 116-117 ('Russian studies').

European humanities contextual courses	*Recommended for majors in*
1. Language F/G/I/R 2. Foundations (European or Russian – cultural history) 3. Modern European mind (literature and philosophy) 4. 5. two history courses	English / French literature / German / history / history and theory of art / Italian / Latin / religious studies / intellectual history / international relations / law / philosophy / Russian studies (A and B)

F : the literature major is concerned largely with literary genres; the studies major – literature and social analysis.
G/I : chiefly literature.

Russian studies: this course is sub-divided into three 'streams' –
A. Russian literature
B. Russian history
C. Soviet and East European studies.

For a detailed analysis of C. see pp. 116-117.

One-year courses in GIRS are available for beginners in the Science Schools under the arts–science scheme.

32. University of Warwick

BA (Hons.) FGI

French studies

A combination of language, literature and a third element from a range of options in philosophy/history/politics/sociology. There were 33 graduates in 1972.

French and European literature

A language and literature course, with 16 graduates in 1972. For both the above a 12-week period out of term in France is obligatory, unless an optional year abroad is taken.

continued on next page

French and Renaissance studies
This course examines the relationship between French and Italian culture and includes the study of both languages, Italian being available from scratch. There is an obligatory summer period in each country and an optional year abroad.

Italian and Renaissance studies
This may be a three-year or four-year course, including the study of Italian and, as an option, French. For the three-year course there is an obligatory period of three months abroad; in the four-year course a year abroad may be intercalated after year 2.

German studies
The study of German language, literature and culture in the late 19th and 20th centuries, with an obligatory year abroad after year 2.

History and French / History and German / History and Italian
Final examinations with F and G include translation papers (FL--L1); with Italian there is translation both ways (FL--L1--FL) and an essay (FL).
Only the first two courses had produced graduates by 1972.

7.02 WALES

University of Wales — Prifysgol Cymru

Degrees are awarded by the University of Wales (Prifysgol Cymru) and though practice varies in the constituent colleges, the overall system is the same. The following details refer to departures from the basic language and literature type of course. Degrees may be single subject Hons., Joint Hons., General. The Cardiff scheme is given as an example.

34. University College Aberystwyth

FGIRS

Apart from the regular degree courses in the Faculty of Arts, the Departments of French and German and Russian offer intensive courses of FG which are open to all students. This consists of a three-week course at the end of the long vacation, with five hours tuition per day, plus three hours contact time throughout the session. The terminal examination leads to the award of a Certificate of Oral Proficiency.

Objectives

as stated : 'to enable a student with no previous knowledge of the language to express himself adequately and fluently in the foreign tongue on any everyday topic, also to understand most of what is spoken at normal speed by a native speaker of the standard language. Although it is not the primary aim, a good reading knowledge should also ensue . . . Besides an extensive general vocabulary, some stress will be laid on "business" language, since it is assumed that many learners of French and German will hope eventually to take jobs in firms with European connections. Students completing the course successfully will thus have a good basic, practical knowledge of the language: they will be urged to spend some time in an appropriate country immediately after the course in order to attain genuine fluency.'

in survey descriptors : Auricular comprehension and oral comprehension in the non-specialist register and some acquaintance with business contexts.

Output 1972 : F-5, G-13

35. University College Bangor

FGIR

F : Department of French and Romance studies: Language/literature/thought.

Joint Hons. : FG/ FI /Latin and F/ F and linguistics. Each with obligatory residence abroad.

I : Department of French and Romance studies; available as an auxiliary or main subject in the General degree, or as an accessory to Hons. in other subjects.

Joint Hons. : FI: Language/literature/Renaissance art. Obligatory residence abroad.

G: and Teutonic philology: Language and literature, with Norwegian option; one term in Tübingen and optional year abroad.

R : Language and literature: available to beginners as Hons. or accessory / auxiliary to other Hons.

36. University College Cardiff

FGIS

Part I : (year 1) – three subjects (not more than one language from scratch).

Part II : (years 2 and 3) – eight courses:

Single Hons. : eight courses in one subject + one accessory subject.

Joint Hons. : four courses in each of two subjects, including two from FGIS/or one language and: English/education/history/biblical studies/law/classical studies/economics/Latin/philosophy/Portuguese/archaeology/music/psychology/Hebrew/Greek/Welsh (not all combinations are possible).

Students taking more than four Part II courses in FGIS spend an obligatory year abroad; FIS, after year 1 (Part I).

FG : Language and literature.

Hispanic studies : Spanish and Portuguese language and literature.

I : Language and Literature; available to beginners.

37. University College Swansea

FGIRS

Single Hons. : G – Part II includes course in F/I/R/linguistics/Shakespeare etc.

Joint Hons : G may combine with most subjects; if with F/I/R either may be the major and this affects residence abroad.

Service courses for science students and other beginners are available (121 examined in 1972).

Joint Hons. : R

Russian studies + one of: history/politics/economics/geography-

i.e.: two units R/two Russian studies/four special field. 'The object of the language component . . . is to enable students to read without difficulty materials in the various fields of Russian studies with which they come into contact, to develop a high sensitivity to linguistic style in their use of language, and to express themselves fluently on the variety of subjects which they study.'

38. St. David's College, Lampeter

FG

Single Hons. : Language and literature.

Joint Hons. : FG or F/G/English literature/geography/Greek/history/Latin/philosophy/theology/Welsh/Greek and Roman civilisation.

7.03 SCOTLAND

39. University of Aberdeen

MA (Ordinary/Honours) FGIRS

Honours : Four years (2+2)
Ordinary : Three years (2+1)
common years 1 and 2

year 1 : ordinary classes; year 2 : advanced; year 3 : third year classes.

Ordinary : five subjects for two years; two of the five for one more year – wide choice of combinations, including FGIRS.

Honours : Single F/G/I/R/S or Joint (2=):

FGIRS may combine with each other or with English.
FR may also combine with international relations/politics;
FIS may combine with Latin;
FG with philosophy; F with Swedish.

FG – Language and literature.

I – Joint Hons. Language and literature; also Italian studies, more intensively concentrated.

R – Language and literature or history bias, with options in geography/institutions.

Obligatory residence abroad; beginners courses available in IS; reduced entry requirements in R.

40. University of Dundee

MA (Ordinary/Honours) **FG**

Faculty of Social Sciences and Letters

Ordinary : Part I – one of three curricula, including choice from: curriculum: History/methodology/economics/F/G/demography and biology/geography/mathematics/political science/psychology.
Part II – (second year): either economics or philosophy : two others from: F/G/accountancy/economics/English/geography/jurisprudence/mathematics/modern history/philosophy/political science/psychology/statistics/civil law.
Part III – (third year) as above, minus civil law.

Single Hons. : Modern French studies.

Joint Hons. : FG together, or F/G/economics/English/geography/modern history/philosophy/political science.
French studies : Language and literature, with options in: geography/politics/philosophy/history of art.
G : Language/literature/institutions.
Obligatory residence abroad; beginners German available.

41. University of Edinburgh

BA/MA **FGIRS**

Former MA Ordinary now called BA; MA Honours remains.

BA : Three years: eight courses from three of a range of groups: Philosophy/languages other than English/history/English/mathematics and natural sciences/linguistics/law/music/human sciences/architecture.
MA : Four years: F/G/I/R/S/ FG and linguistics/contemporary European institutions/European history/secondary subject (below).
F may also combine with Italian/medieval studies/philosophy;
I with F/Latin/Greek;
RS with secondary subject.

F : with secondary subject for first two years: G/I/R/S/English/Celtic/Greek/Latin/music.
FG/FI/FS/FR : Language/literature/history/civilisation.
G : as F, + phonetics and linguistics/European history;
I : F/G/R/S/English/Greek/Latin/Arabic/phonetics and linguistics;
R : any language/phonetics and linguistics/European history;
S : Hispanic studies/English/Greek/Latin/languages/Arabic/modern history
– Language and literature, with Peninsular and Latin American history. Compulsory residence abroad.

42. University of Glasgow

MA Ordinary/Honours **FGIRS**

FGIRS – Language and literature

44. University of St. Andrews

MA Ordinary/Honours **FGIRS**

FGIRS – Language and Literature

45. University of Stirling

BA Ordinary/Honours **FG S**

Ordinary – three years. Honours – four years. Years divided into semesters, which form the units of the courses.

Part I : 3 semesters : major course – 3 consecutive semesters
subsidiary – 2 " "
minor course – 1 semester
FGS available in all types of course (F cannot be combined with physics, nor G with biology).

Part II: *General* – 7 semesters
including: F/G and literature/history/philosophy.
Three months residence abroad.
Honours: Single – F/G.
Combined Hons.: FG/FS/ F or G and education/English studies/history.

S : Extension of S courses is under consideration.

FG : Language and literature: third year abroad; fourth year options include institutions/politics etc.

46. University of Strathclyde

BA Pass/Honours **FGIRS**

FGIRS : available as principal subject to Pass degree standard or as one of two subjects in Joint Hons. with FL2 or approved arts/social science subjects.

FGS : Single Hons. – Language and literature, with some linguistics, for students having read FL2 as second principal subject for Pass degree and FL3 for two university sessions.

Output 1972 : 40 Pass degrees in courses including a language:

	1st principal subj.	*2nd principal subj.*	*Hons.*	
F:	10	21	FG	4
G:	8	4	FS	1
R:	–	3	G	1
S:	9	6		
Other:	13	6		6
	40	40		

7.04 NORTHERN IRELAND

47. The Queen's University, Belfast

BA (Hons.) **FGIRS**

General degree: two main and one subsidiary
Honours: Single (one subject) or Joint (2 =)
FGIRS are available in all courses.

Single Hons. : F or F language and literature (incl. medieval F)
GIRS language and literature
S : Language and literature (incl. Catalan/Portugue[illegible]

Joint Hons. : FGIRS may combine with each other.
F : with Celtic/English/Greek/Latin/music/philosophy
G : with English as L1/music/philosophy
I : with English/Latin/modern and medieval languages
R : with English/Latin/Greek/philosophy
S : with Celtic/English/music/philosophy.

NB : Russian studies has no language component in year 1; thereafter reading knowledge of R, Polish option and history/literature/government/politics (USSR).

S : Single Hons. includes Catalan/Portuguese (two years), both of which are available in Joint Hons. Residence abroad is usual.

48. The New University of Ulster

BA (Hons.) **FG R(S)**

French/German/French and German studies/Russian: conventional language and literature courses.
Russian and linguistics: Russian language and literature plus linguistics courses of a mainly philological type.
Spanish: available only as part of a combined subject programme or as a minority interest.
European studies courses are described on pp. 123-4.

Table 11

1. LANGUAGE and SCIENCE

The following courses combine the study of languages with that of pure or applied science:

No.	UNIVERSITY	COURSE	LANGUAGES
HE36	University of Aston in Birmingham	BSc Combined Honours	FG
HE37	University of Aston in Birmingham	BSc (Hons.) Communication Science and Linguistics	G
HE38	University of Bath	BSc Engineering with French	F
HE39	University of Manchester Institute of Science and Technology	BSc Combined Honours	FG R
HE40	University of Surrey	BSc Science with a FL and Regional Studies	FG

Table 12

2. AREA STUDIES

In the following courses one language (and possibly a second to a lesser degree) are studied in conjunction with or in the context of other subjects and disciplines:

HE41	University of Bradford	BA (Hons.) Modern Languages	FG RS
HE42	University of Lancaster	BA (Hons.) Russian and Soviet Studies	R
HE43	University of Sussex	BA Russian Studies	R
HE44	University of Essex	BA (Hons.) Area Studies	RS
HE45	University of Surrey	BSc (Hons.) Linguistic and Regional Studies	G R (F)

Table 13

3. EUROPEAN STUDIES

The following courses include the study of one or two European languages seen in a Western or Eastern European context:

HE46	University of Bath	BA (Hons.) European Studies	FGIRS
HE47	University of Bradford	BA (Hons.) European Studies	FG RS
HE48	Loughborough University of Technology	BA (Hons.) Languages, Politics and Economics of Modern Europe	FG
HE49	New University of Ulster	BA (Hons.) European Studies	FG R (S)

Table 14

4. APPLIED LANGUAGES

In two courses at former CATs the students are given functional training in the application of language skills in several contexts:

HE50	Heriot-Watt University	BA Languages (Interpreting and Translating)	FG RS
HE51	University of Salford	BSc (Hons.) Modern Languages	FG RS

Table 15

This functional aspect makes it possible to establish an application rating (see HE1-10 and FE):

No.	LANGUAGES	FL1	CONTEXTS	FUNCTIONS	FL2	CONTEXTS	FUNCTIONS	APPLICATION No.
HE50	2=	FG RS	3	6	FG RS	3	6	18
HE51	2=+1	FGIRS	2/1	6/7	FGIRS	1/2	6/7	15/16

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Table 16

5. MISCELLANEOUS COURSES

The following combine language study with linguistics or integrate it in other disciplines in the social sciences:

HE52	University of Essex	BA (Hons.) Language	F R
HE53	University of York	BA Language	FG
HE54	University of Kent at Canterbury	BA (Hons.) Social Science	FGIR
HE55	University of Birmingham	BCom/B Soc.Sc/BSc and BCom (Russian Studies)	R

LANGUAGE and SCIENCE

University of Aston in Birmingham (1)*

HE36	BSc COMBINED HONOURS	FG R

1. OVERALL COURSE

i. Objectives:

This course 'offers the possibility of taking two subjects to degree level in a non-integrated course . . . a flexible alternative to single subject degree courses and thus . . . a well-rounded educational opportunity. Prospective entrants to the course may come from "science" or "arts" Sixth Forms, and the course thus offers a "second chance" to students who wish to reconsider their specialisation. Graduates will be well qualified for posts in industry and commerce requiring specialist technical or scientific knowledge and proven competence in languages, and the languages plus Education combinations, while not solely intended for future teachers, permit entry to this career. A year may be intercalated between years two and three; in the case of languages, it is strongly recommended that this year be spent abroad.'

ii. Structure

(a) Part I (terms 1,2,3) *either* two languages + one science
or one language + one science + one social science.
Parts II and III (4–9) one language + *either* one science } from I
or one social science }
all Parts : 'contextual studies'.

(b) contextual studies

subject area	1	2	3	4	5	6		7	8	9	unit course
geography	✓	✓	✓								
history	✓	✓	✓	✓	✓	✓	optional year abroad	✓	✓	✓	
institutions	✓	✓	✓	✓	✓	✓		✓	✓	✓	political
				✓	✓	✓		✓	✓	✓	social
philosophy	✓	✓	✓								contemporary
literature	✓	✓	✓								European
arts	✓	✓	✓								intellectual context
				✓	✓	✓		✓	✓	✓	contemporary affairs in C2

(c) combinations of subjects : Parts II and III

one language + one other subject

FGR – biology
GR – chemistry
FGR – computer science
FG – education
FG – ergonomics
FG – geology
FGR – mathematics
FGR – metals and materials science
FGR – physics
FGR – physiology

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* numbers given in brackets refer to the list of university courses in paragraph 6.23, pp. 95-96.

continued on next page

2. LANGUAGE COMPONENT

i. **Objectives**

as stated : Part I : 1. 'to achieve a satisfactory level of competence in the language skills, particularly in their oral aspect;

2. to introduce the students to certain aspects of the contemporary European scene.'

Parts II and III :

1. 'to achieve a high level of proficiency in the language skills, both written and oral;
2. to give students a critical awareness of certain aspects of the society of one foreign country.'

in survey descriptors :

Part I : elementary performance in all four macroskills in two FLs, with emphasis on auricular comprehension and oral composition in non-specialist register topics concerning C2 and C3.

Parts II and III :

high level performance in all four macroskills equally in FL1 in non-specialist register and (possibly) in the context of life and institutions in C2 (depending on intercalated residence in C2).

ii. **Language syllabus**

	1	2	3	4	5	6		7	8	9	
oral	✓	✓	✓	✓	✓	✓	optional year abroad	✓	✓	✓	comprehension
	✓	✓	✓	✓	✓	✓		✓	✓	✓	debate
	✓	✓	✓	✓	✓	✓		✓	✓	✓	discussion
	✓	✓	✓								pronunciation and fluency
								✓	✓	✓	introduction to interpreting
written	✓	✓	✓	✓	✓	✓		✓	✓	✓	essay
	✓	✓	✓	✓	✓	✓		✓	✓	✓	translation
	✓	✓	✓	✓	✓	✓		✓	✓	✓	précis
	✓	✓	✓	✓	✓	✓		✓	✓	✓	textual study
				✓	✓	✓		✓	✓	✓	'register' work

University of Aston in Birmingham (1)

HE37 BSc (Hons.) COMMUNICATION SCIENCE and LINGUISTICS G

1. OVERALL COURSE

i. Objectives:

'To study the nature and structure of human language and to explore the relationship between natural and artificial language systems.' The course is said to constitute a response to the breakdown of artificial boundaries between established disciplines and to the rise of new disciplines. It consists of a study of points of convergence in linguistics, psychology, mathematics and logic, with specialisation, in the final year, in either German or computing with computational linguistics. The elements are all closely integrated; the course is therefore not a joint honours course. There is an optional intercalated year between years 2 and 3, spent either in the UK or in Germany. Graduates should be qualified for work in computer software design, industry, commerce, teaching, the Civil Service and mass-media journalism.

ii. Structure

Honours degree : terms 1 – 9 – theory of language
computational linguistics
German

Ordinary degree : (transfer after term 3 or term 6)–
either theory of language
or computational linguistics
and German

continued on next page

UNIVERSITY OF ASTON IN BIRMINGHAM (1) – HE37 (contd.)

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2. LANGUAGE COMPONENT

i. **Objectives**

as stated : 'Studies in the foreign language have as an objective the developing of written and oral fluency in the language.'

in survey descriptors : high level performance in all four macroskills in non-specialist register and contexts of *either* theory of language *or* computational linguistics (Ordinary degree) or both (Hons.).

ii. **Language syllabus**

German language / theory of language

'Examination of the basis of linguistic competence in terms of:

(i) the processes of language learning;
(ii) the theory of translation and of interpreting;
(iii) contrastive analysis between the structures of the foreign and native languages;
(iv) the study of concepts, their historical and contemporary transmission through linguistic usage and their reference to grammatical structure.'

iii. **Role of language**

final examination : *Honours degree* – 7 papers:

1. mathematical logic and linguistics
2. philosophy of language
3. psychology of language learning
4. programming systems
5. translation and comprehension (G)

+ 2 from :

6. computer language processes } specialisation in computational linguistics
7. computer project*
8. essay in German* } specialisation in German
9. advanced German, written and oral
10. transformational–generative theory and its implications*

Ordinary degree – 5 papers:

1, 2, 3 (above) and any two others.

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* =extended piece of practical and written work prepared during the final year.

University of Bath (2)

HE38	BSc	ENGINEERING with FRENCH (4-year sandwich)	F

i. **Objectives**

as stated : 'This course integrates the study of engineering with the study of the foreign language. The aim is to offer a technological education of degree standard acceptable to the Council of Engineering Institutions and at the same time provide a course of language study which will enable the engineer to work professionally in French and to appreciate contemporary French society. In addition to advanced language study, part of the engineering syllabus is taught in French, laboratory instruction and report writing are also carried out in French, and, since the course runs as a four-year sandwich scheme, part of one industrial period is spent in French industry.'

in survey descriptors : high level performance in all four macroskills in French in the non-specialist register and contexts of life and institutions and engineering, with functional training in FL report writing.

ii. **Structure**

	stages				
	1	2	3*	4	
French	✓	✓			
			✓	✓	advanced course
engineering	✓	✓			
			✓	✓	special subject
engineering activities in French			✓		teaching of 'vibrations'
			✓		laboratory experiments and reports
			✓		contemporary French society (study)
			✓	✓	weekly seminars in FL
				✓	mécanique appliquée taught in F
				✓	written account of period in C2
				✓	group project in engineering

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* After stage 3 the students must spend a period in French industry.

University of Manchester Institute of Science and Technology (22)

HE39 BSc COMBINED HONOURS FG R

1. Automatic control and systems engineering
2. Communication engineering
3. Mathematics
4. Textile technology

European studies
with a modern language

Output 1972 :	Textile technology	2
	Mathematics	7

i. Objectives

as stated : 'The aim of this course is to produce graduates who will not only be trained scientists or technologists in a particular field, but who will also have a good working knowledge of a foreign language, and in addition an understanding of the culture and institutions of the people whose language is being studied. Half of the time is spent on the modern language and European Studies; a thorough study of language is complemented during the three years of study by courses in institutions . . . Graduates of these courses will find openings in many fields. They will be fitted for many careers in industry, commerce or advertising, as well as for some careers in teaching. It is well known that a large proportion of graduates in science and technology find themselves in executive or managerial posts after some years in industry, and that at this stage a knowledge of a foreign language can be vital, particularly in view of the importance of exports and contacts between industrialists in this country and abroad.

The language will be considered as a means of communication and there will be extensive use of audio-lingual techniques in the Language Laboratory. Emphasis will be placed on speaking and writing the foreign language correctly and easily. Residence abroad for at least two months during the course will be essential.

This knowledge of the language will be reinforced by a detailed study of the economic, social and political institutions of the country concerned. Thus a sympathetic understanding of the way of life of those whose language is being studied will enable the student to become a vital link in the many situations in commerce, industry and human relations, where a scientific knowledge allied to linguistic ability is of great advantage.'

in survey descriptors : high level performance in all four macroskills, but with special emphasis on oral and graphic composition in the non-specialist register and in contexts of the life and institutions of C2 and economics, allied with professional expertise in a scientific or technological field. Some functional training.

ii. Structure

(a) inter-language comparability

The language syllabuses and some details of the European studies contextual courses vary according to language; however, it is possible to make a normative outline.

(b) European studies / Language component

	1	2	3	4	5	6	7	8	9	
FL practical	✓	✓	✓	✓	✓	✓	✓	✓	✓	conversation
language studies	✓	✓	✓	✓	✓	✓	✓	✓	✓	essay writing
	✓	✓	✓	✓	✓	✓	✓	✓	✓	translation FL--L1
	✓	✓	✓	✓	✓	✓	✓	✓	✓	translation L1--FL
				✓	✓	✓	✓	✓	✓	stylistics
							✓	✓	✓	introduction to interpreting
European studies										
history	✓	✓	✓							political
	✓	✓	✓							social
							✓	✓	✓	international relations
Institutions	✓	✓	✓	✓	✓	✓				political
	✓	✓	✓	✓	✓	✓				social
				✓	✓	✓				economic
							✓	✓	✓	international organisations
geography	✓	✓	✓							physical
	✓	✓	✓							economic
economics	✓	✓	✓							economic systems
politics							✓	✓	✓	political and economic policies
							✓	✓	✓	sociology

continued on next page

UNIVERSITY OF MANCHESTER INSTITUTE OF SCIENCE AND TECHNOLOGY (22) – HE39 (contd.)

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iii. Role of language

Final examination :

Honours – 12 papers:

Part I : 6 papers and oral test (after term 6)

1. Language I
2. Language II
3. European studies I
4. } scientific or technological
5. }
6. }

Part II : 6 papers and oral test (after term 9)

1. Language III
2. Language IV and European studies II
3. European studies III
4. } scientific or technological
5. }
6. }

Ordinary – 12 papers:

Part I : 6 papers and oral

1. Language I
2. Language II
3. European studies I
4. } scientific or technological
5. }
6. }

Part II : 6 papers and oral

1. Language III
2. Language IV
3. European studies II
4. } scientific or technological
5. }
6. }

University of Surrey (30)

HE40 BSc SCIENCE with a FOREIGN LANGUAGE and REGIONAL STUDIES FG

Courses available : Metallurgy with FL and regional studies
Materials science with FL and regional studies

i. Course description (non-science component)

'An intensive course of language study (1st year) with considerable emphasis on oral practice and attainment bringing students up to a standard comparable with 'A' level or beyond. . . . As part of this language instruction, it is necessary for students to attend a 4 to 5 weeks course in France or Germany during the Long Vacation following term 3.
This is accompanied by an introduction to Regional Studies including aspects of recent history, political and social; social and political institutions etc. In year 2 the language work becomes less intensive and the regional studies more specialised. . . .'

ii. Structure

	1	2	3	4	5	6		7	8	9	
languages			✓	✓	✓	✓	year abroad	✓	✓		
regional studies			✓	✓	✓	✓		✓	✓		
FL dissertation								✓			
metallurgy	✓	✓	✓	✓	✓	✓		✓*	✓ *		*specialisation in one
materials technology	✓	✓	✓	✓	✓	✓		✓*	✓ *		in final year
project										✓	

iii. Role of language

The final examination system is under review: the language component will consist of a written examination, project, dissertation and oral.

AREA STUDIES

University of Bradford (4)

HE41 **BA (Hons.)** **MODERN LANGUAGES** **FGRS**

i. Objectives

as stated : 'These honours courses in the languages and civilisations of Europe are designed to meet the needs of those who wish to acquire:

1. a practical command of two foreign languages;
2. an introduction to contemporary methods and results in general linguistics;
3. a detailed knowledge of the life and institutions of the countries concerned.

The courses offer an alternative to traditional university courses . . . and provide a preparation for those who wish to take up careers in industry and commerce, administrative posts in government departments, international agencies and research organisations, and for those who choose to enter the teaching profession, either in secondary or further education. Graduates should also be competent to act as general and industrial interpreters and translators.

. . . To meet the aims of the courses, students must have intensive practice in the use of the foreign languages studied, and a first-hand knowledge of the life and institutions of the countries concerned. . . . Normally students spend two periods abroad, one in the second half of the second year and the other in the first half of the third year. . . .'

in survey descriptors : high level performance in all four macroskills in two foreign languages in the non-specialist register and in contexts of general linguistics and life and institutions in the two countries concerned, with some functional training in translating and interpreting.

ii. Structure

(a) *Combined Honours*

	1	2	3	4	5	6	7	8	9	10	11	12	
FL1 and FL2													
written work	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	translation
				✓	✓			✓	✓	✓	✓	✓	free composition
oral work	✓	✓	✓										comprehension
	✓	✓	✓										fluency
	✓	✓	✓				abroad						pronunciation and intonation
				✓	✓			✓	✓	✓	✓	✓	consecutive interpreting
				✓	✓			✓	✓	✓	✓	✓	liaison interpreting
										✓	✓	✓	simultaneous interpreting
dissertation					✓			✓					
general linguistics	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	
history C2, C3	✓	✓	✓										comparative European
politics	✓	✓	✓	✓	✓			✓	✓	✓•	✓	✓•	studies (any 2 of •
economics	✓	✓	✓	✓	✓			✓	✓	✓•	✓	✓•	forms)
sociology				✓	✓			✓	✓				contemporary society
20th c. literature				✓	✓			✓	✓	✓•	✓	✓•	
specialised study										✓	✓	✓	1 from: international economics / international politics / comparative literature / contemporary society / linguistics

(b) *Single Honours*

1st year : as for Combined Honours
2,3,4 yrs.: as for Combined Honours, minus –
interpreting in FL2, and one topic in comparative European studies related to C3.

University of Lancaster (15)

HE42 **BA (Hons.)** **RUSSIAN and SOVIET STUDIES** **R**

i. **Objectives of the courses**

'to provide a flexible degree course in which Russian can be studied as a single major within the Department, with various possibilities for specialisation – in language and literature, history or political institutions, or in contemporary studies covering all three aspects . . . [and] to develop combined major degrees which offer students a thorough training in one discipline with Russia and the Soviet Union as the focal point of their studies.

. . . Special provision has been made for students with no previous knowledge of the Russian language to take the combined degrees in Russian and History and Russian and Politics in three years, by way of an intensive Russian language course in Part I which is designed to impart a good reading knowledge of the language within the range of materials that will be encountered in the discipline in question.'

ii. **Structure**

Part II

(a) *History and institutions stream*

	1	2	3	4	5	(hrs)	
language	✓	✓	✓	✓	✓	(125)	
history	✓	✓				(40)	Peter the Great – 1861
			✓	✓		(40)	1861 – 1964
				X	X*	(40)	history of CPSU (specialist subject)
philosophy			X	X		(40)	Russian revolutionary thought
institutions				X	X*	(40)	pre-rev.R.political institutions
				X	X*	(40)	Soviet political institutions

any 3 of the courses marked 'X'
* = also available in terms 1 and 2

(b) *Modern period stream*

	1	2	3	4	5	(hrs)	
language	✓	✓	✓	✓	✓	(125)	
history	X	X				(40)	Peter the Great – 1861
			✓	✓		(40)	1861 – present
				✓	✓*	(40)	history of CPSU
philosophy			X	X		(40)	Russian revolutionary thought
institutions				X	X	(40)	pre-rev.R.political institutions
				✓	✓*	(40)	Soviet political institutions
literature	X	X	X	X	X	(50)	19th c. Russian novel
			✓	✓		(40)	Soviet literature

any one of courses marked 'X'
* = also available in terms 1 and 2

Combined degrees

Russian and history : Language, 2 history papers (above), and either Russian revolutionary thought or a paper taught jointly.

Russian and politics : Language, Russian history 1861–1964 and either Russian revolutionary thought or pre-revolutionary Russian political institutions, plus one other from the Russian list.

Russian and French studies : Language and literature courses.

Russian and linguistics : Language and literature or translation.

The remaining courses are chosen from the subject lists.

LANGUAGE COMPONENT

i. **Objectives**

as stated (overall): [The] . . . 'programme of language instruction is . . . closely linked to the linguistic needs of students specialising in Russian history, politics or literature. These needs are seen to be:

(a) close reading comprehension and translation into English;
(b) quick reading for information, appreciation of argument etc.;
(c) comprehension of spoken Russian in relevant subjects;
(d) ability to write in a simple formal style on these subjects, and to write letters etc.;
(e) sufficient speaking ability to discuss these subjects in Russian and to cope with everyday situations in USSR.'

NB: 'Students take an obligatory one-month course in the USSR between the first and second years of Part II.'

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UNIVERSITY OF LANCASTER (15) – HE42 (contd.)

in survey descriptors : ocular and auricular comprehension of Russian within the contexts of the disciplines studied, with graphic and oral composition within those contexts and in the non-specialist register, with functional training in translation FL--L1.

ii. **Language course contents**

(a) *Russian minor / Combined major Russian and history / Russian and politics*:

1. Practice in close reading, comprehension, translation into English, and quick reading for information, using texts taken from the history and politics courses;
2. Practice in writing formal Russian on topics related to their field of specialism, supported by a special grammar course concentrating on 'communicative function': e.g. how to defend/refute an argument, agree or disagree, question, etc.

(b) *Russian major / Russian and French studies / Russian and linguistics:*

1. and 2. (above), plus:
3. A course in varieties and styles of Russian (informal conversation, formal academic style, officialese etc.);
4. Lectures in Russian and assignments using recorded material to develop comprehension of spoken Russian of different types. The student will be asked to react linguistically to this material in various ways – by answering questions, refuting arguments, detecting bias, evaluating, etc.;
5. Oral self-expression will be practised in conversation hours based on material sometimes prepared by the students, sometimes by the tutor.

University of Sussex (31)

HE43 BA RUSSIAN STUDIES R

i. Contextual papers : 'Modern European studies'

1. Languages
2. Modern social thought
3. A problem in European society
4. } Two from : foundations /
5. } modern European mind / history / philosophy / etc.

recommended for majors in : economics / geography / politics / sociology / history / intellectual history / international relations / law / philosophy / French studies / Russian studies (B and C streams)

ii. Major papers

1. History	– one from:	Russian history 1861 – present / European history 1890 – present / a topic in history and literature
2. Institutions	– one from:	Soviet and E. European institutions / Russian institutions from 1861
3. Geography	– one from:	geography of E. Europe / geography of USSR
4. History / institutions / literature / economics	– one from:	1. and 2. (above) *or* 20th c. Russian literature / introduction to Soviet or E. European economics
5. Special subject	– one from:	wide range of options

iii. Language component : Russian

1 paper : translation FL--L1 (specialist contexts)
translation L1--FL (non-specialist register)

Dissertation in FL (specialist context) (majors only)

Oral tests (may include *viva voce* on the dissertation)

iv. Language component : second Slav language

Students who spend their year abroad in a Slav country other than USSR may take courses in one of the following languages and do an optional translation FL2--L1 instead of one of the Russian passages in the final examination:

(1972) Bulgarian
Croat
Czech
Polish

continued on next page

UNIVERSITY OF SUSSEX (31) – HE43 (contd.)

v. Structure (example)

NB: courses other than language last 1 term

	3	4	5	6	7	8	9	10	11	12	
FL1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Russian
FL2				✓	✓	✓	✓				Second Slav language (if any)
history			X								optional C
	✓										major paper
modern European mind						year abroad		X			optional C
sociology				✓							modern social thought C
									✓		problem in European society C
geography		✓*									major paper
institutions				✓*							major paper
further option				✓							M history / institutions / economics / literature
special subject									✓		M (range of options)
foundations		X									optional C
philosophy								X			optional C

* = interchangeable timetable
X = any 2 courses
C = contextual M = major

LANGUAGE COMPONENT

i. Objectives

as stated : 'The purpose . . . is to make undergraduates proficient . . . both in the more general register and in the register appropriate to their major subject. Considerable importance will be attached to the spoken language throughout the course and in the final examination.'

in survey descriptors : high level performance in all macroskills in the non-specialist register and in the context of the major study.

ii. Structure

	1	2	3	4	5	6	7	8	9	10	11	12	
language practice													morphology / lexis
		1											syntax / lexis
phonetics / intonation	1	1											language laboratory
conversation	½	½	1	1	1	1				1	1	1	individually with Russian
translation FL--L1	1	1											college assistant
auricular compre-			1										non-specialist register
hension (Language				1									literature context
laboratory)					1								history context
						1							social science context
FL composition or précis			1	1	1	1	abroad						related to auricular comprehension exercises
translation L1--FL										1	1	1	majors only
history of R language				1									6 texts
comparative Slav philology					1								by major groups
second Slav language						1	✓	✓	✓				language lab. based

NB : Minors are tested in term 10.
Candidates with a second Slav language have an oral test also in term 10 and written test in term 12.

University of Essex (10)

HE44 **BA (Hons.)** **AREA STUDIES (Latin American / Russian and Soviet)** **RS**

i. Objectives

as stated : '. . . the study of a discipline – Language, Literature, Government, Sociology, History . . . or combinations of disciplines – in the particular context of one area. . . .'

ii. Structure

	1	2	3	4	5	6	7	8	9	
common first year course in comparative studies	✓	✓	✓							history philosophy politics sociology
FL				✓	✓	✓	✓	✓	✓	esp. for those with no intercalated year
literature				✓	✓	✓	✓	✓	✓	of appropriate area
history				✓	✓	✓	✓	✓	✓	
government				✓	✓	✓	✓	✓	✓	
sociology				✓	✓	✓	✓	✓	✓	

NB : a successful first year scheme including language is a prerequisite for other Honours courses which do not in fact include language study. These include the social sciences.

University of Surrey (30)

HE45 **BSc (Hons.)** **LINGUISTIC and REGIONAL STUDIES** **(F)GR (Swedish)**

Output, 1972 : G–20, R–12

i. Objectives

as stated : 'The courses lead to an Honours degree and their practical aim is to furnish industry, commerce, the professions, public and international organisations etc. with graduates who are highly skilled in the use of foreign language, have a thorough knowledge of the region where that language is spoken, have specialised in a special study of contemporary vocational significance and have been trained to apply this to their language area.

. . . In the language programmes emphasis is placed upon linguistic analysis, the study of specialist terminologies (economic, legal etc.), translation study, stylistics, foreign-language seminars, oral practice and techniques. All students are expected to acquire oral fluency in at least one language, with a high level of expression in which no serious traces of inhibition are left and in which pronunciation and diction are very accomplished.

. . . Regional Studies are primarily related to the student's main language. The basic programme consists of courses in the history and either the geography or the social institutions of the foreign country. . . . The aim of the Regional Studies programme is a thorough acquaintance with the contemporary scene in the foreign-language area and a more specialised knowledge of its economics, law, politics, or problems of applied geography.

. . . The Special Studies programme is taken by all students. Students choose one of the following: Economics, Geography, International Relations, Law . . . the student's knowledge of his special study is applied to the region of his main language. The final year options . . . provide an opportunity to follow up in greater depth an aspect of the programmes in either Language and Linguistic Studies, Regional Studies or Special Studies. When possible these courses have a vocational orientation (e.g. International Marketing, Geography of Tourism).

. . . The combination of languages with regional and special studies is designed to give students the opportunity to improve their linguistic skills by learning to use their language as a research tool, while at the same time acquiring the ability to study their main area of interest in some depth.'

in survey descriptors (language component): high level performance in all macroskills in at least one FL in non-specialist register and in contexts of life and institutions in C2, history and two other specialist fields, with some functional training in translation. Possible high level performance also in FL2, with corresponding reduction in contexts.

continued on next page

UNIVERSITY OF SURREY (30) – HE45 (contd.)

ii. Structure

	Stage I			II			III			IV			
terms:	1	2	3	4	5	6	7	8	9	10	11	12	
Hons. course A & B	✓	✓	✓	✓	✓	term and vacation abroad	✓	✓	term and vacation abroad	✓	✓		
main language FL1													G / R
												✓	dissertation
general linguistics							✓	✓		✓	✓		
regional studies	✓	✓	✓										history of region
				✓	✓								geography / social institutions
							✓	✓		✓	✓		choice to complement special study
special study	✓	✓	✓	✓	✓		✓	✓					economics / geography / intern. relns. / law
										✓	✓		final year option
Hons. course A													
Subsidiary language FL2	✓	✓	✓	✓	✓		✓	✓					F / Swedish
Hons. course B													
Supplementary	✓	✓	✓										*either* regional studies
course				✓	✓		✓	✓					*or* special study

iii. Final examination

Part I : after terms 5 and 8
Part II : after term 11
Dissertation : submitted in term 12

EUROPEAN STUDIES

University of Bath (2)

HE46 BA (Hons.) EUROPEAN STUDIES FG (IRS)

First output: 1974

i. Objectives

as stated : '. . . to provide an opportunity for the study of two foreign languages, together with the contemporary society of the countries concerned, in the larger context of Europe as a whole. The course is of four years' duration, including one year's compulsory residence abroad in the country of one of the languages studied.

A vocational orientation is introduced in the final year by specialist courses in *comparative management* (for those wishing to take up managerial or administrative careers in commerce, industry, the public services, or international organisations), in *interpreting, translating and précis-writing* (for those wishing to become professional linguists), and in *literature* (for those wishing to enter the teaching profession).'

in survey descriptors : high level performance in two foreign languages in all four macroskills in the non-specialist register and *either* management or literature, *or* functional training in interpreting, translating and summarising. Similar performance in the context of life and institutions in *either* C2 *or* C3.

continued on next page

UNIVERSITY OF BATH (2) – HE46 (contd.)

ii. **Structure**

(a)	1	2	3	4	5	6	7	8	9	10	11	12	
FL1	✓	✓	✓	✓	✓	✓				✓	✓	✓	language studies
FL2	✓	✓	✓	✓	✓	✓				✓	✓	✓	
linguistics	✓	✓	✓					year abroad in C2 or C3					
institutions	✓	✓	✓	✓	✓	✓				✓	✓	✓	one course together
(modern) literature	✓	✓	✓	✓	✓	✓				✓	✓	✓	
economics	✓	✓	✓	✓	✓	✓							Europe today
politics				✓	✓	✓							
science	✓	✓	✓	✓	✓	✓							one course – 'Aspects of . . .'
technology	✓	✓	✓	✓	✓	✓							
special subject										✓	✓	✓	*one of:* comparative management / interpreting, document translation, conference précis-writing / literature
dissertation							✓	✓	✓				

(b) Residence abroad

'The third year is spent abroad at a university in a country where one of the languages studied is spoken. During the year abroad students prepare a dissertation on some aspects of the country concerned.

At least a month must be spent abroad in an approved course of study in a country where the student's second language is spoken. The periods of study abroad are integral and compulsory parts of the course.'

University of Bradford (4)

HE47 BA (Hons.) EUROPEAN STUDIES FG RS

i. **Objectives**

as stated : 'The aim of the courses is that students should acquire fluency in *one* European language and combine this with a detailed knowledge of a Social Science discipline which will be studied in its European setting. There are basically 2 courses: one will have special reference to Western Europe and will be available to students of French, German or Spanish; the other will be more concerned with Eastern Europe and can be chosen by students of Russian or German. Students making the latter choice will also study a minor language of which they can expect to acquire a reading and general conversational knowledge . . . So as to improve both their linguistic skills and their knowledge of their major Social Science subject, students will be required to spend a full academic year at a continental university on an appropriate course.'

in survey descriptors : high level performance in all four macroskills in one FL in the non-specialist register and in contexts of life and institutions in C2 and in one social science. Possible comprehensional skills in FL2 in the same contexts. Some functional training in translating and interpreting (FL1).

UNIVERSITY OF BRADFORD (4) – HE47 (contd.)

ii. Structure

(a) *Western Europe*

	1	2	3	4	5	6	7	8	9	10	11	12	
FL : *written work*	✓	✓	✓	✓	✓	✓				✓	✓	✓	translation
	✓	✓	✓										explic. de texte
				✓	✓	✓							free composition
oral work	✓	✓	✓					year abroad					comprehension
	✓	✓	✓										fluency
	✓	✓	✓										pronunciation
				✓	✓	✓				✓	✓	✓	consec. interpreting
				✓	✓	✓				✓	✓	✓	liaison interpreting
													simul. interpreting
dissertation							✓		✓				
history 1789–1917	✓	✓	✓										European history
				✓	✓	✓				✓	✓	✓	modern history
European cultural and intellectual history				✓	✓	✓				✓	✓	✓	*one of:* ethnic and linguistic geography/ Soviet-American relations
major social science } one only				✓	✓	✓				✓	✓	✓	politics economics sociology

Social science topics:

politics
1. European government
2. comparative political institutions
3. theory of political behaviour
4. politics and government of UK

economics
1. European economic cooperation
2. economic theory (macro)
3. economic theory (micro)
4. problems of applied economics

sociology
1. urban industrial society
2. sociological analysis

any two of:

3. research methods
4. comparative social structures
5. social psychology

(b) *Eastern Europe*

	1	2	3	4	5	6	7	8	9	10	11	12	
FL1 (cf. West. Europe)	✓	✓	✓	✓	✓	✓				✓	✓	✓	F / G / S
FL2				✓	✓	✓				✓	✓	✓	Serbo-Croat / Rumanian
dissertation							✓	✓	✓				
history	✓	✓	✓										joint with W. Europe
				✓	✓	✓							Soviet-American relns.
politics	✓	✓	✓										introduction
				✓	✓	✓				✓	✓	✓	special option*
economics	✓	✓	✓										introduction
				✓	✓	✓				✓	✓	✓	special option*
sociology	✓	✓	✓										introduction
				✓	✓	✓				✓	✓	✓	special option*

* one of the courses below

Social science topics:

politics
1. the politics of the USSR or the German Democratic Republic
2. comparative political institutions
3. theory of political behaviour
4. politics and government of UK

sociology
1. contemporary society of USSR or the German Democratic Republic
2. sociological analysis

any two of:

3. research methods
4. comparative social structures
5. social psychology

economics
1. the economics of the Eastern bloc
2. economic theory (macro)
3. economic theory (micro)
4. problems of applied economics

Loughborough University of Technology (20)

HE48 BA (Hons.) LANGUAGES, POLITICS and ECONOMICS of MODERN EUROPE FG

Output, 1972 : 11

i. Objectives

as stated : 'Politics and economics are undoubtedly key disciplines in the modern world. Combined with proficiency in languages, a sound understanding of economic principles and political behaviour is a prerequisite for competent performance in international trade, commerce and government. The Honours Degree in Languages, Politics and Economics of Modern Europe is designed to supply this training, to equip students for the inevitably more closely-knit Europe of the future. Thus it will be seen that while providing a firm academic basis the Degree embodies a strong vocational element.

The language teaching component of the course aims to develop oral and written skills useful to students intending to pursue careers in industry and commerce. Material studied for the development of language proficiency has been selected to reflect and reinforce teaching in the economics and politics elements of the course. Students will be required to spend a minimum of fifteen weeks abroad during vacations, in suitable employment or attending courses at foreign universities.

It is expected that graduates will have little difficulty in finding career openings in the export divisions of British firms and with international companies and organisations.'

in survey descriptors : high level performance in all four macroskills in one FL and in comprehensional skills in a second FL in the non-specialist register and in contexts of life and institutions, politics and economics, with some functional training.

ii. Structure

	1	2	3	4	5	6	7	8	9	
				(hrs. per week)						
languages										
FL1 (major)	5	5	5	6	6	6	3	3	3	F / G
FL2 (minor)	5	5	5	4	4	4				F / G / R
history	3									'The shaping of Europe'
geography		3								
demography			3							
politics	2+	2+	2+							British political system
				1+	1+	1+				politics of France
				1+	1+	1+				politics of Germany
							1+	1+	1+	comparative politics
							1+	1+	1+	political and social institutions
economics	2+	2+	2+							introduction to economics
				1½	1½	1½				public economics
				1½	1½	1½				macro economics
							2+	2+	2+	European economics
							2+	2+	2+	business economics

iii. Role of language

final examination : Part I (after term 6) – 5 papers

	%	
FL1 (major)	8	
FL2 (minor)	8	16%
politics of France	8	
politics of Germany	8	
economics	8	
	40%	

Part II (after term 9) – 5 papers

FL1 (major)	20	
FL2 (minor) or essay	10	30%
		46%
politics	10	
European economics	10	
business economics	10	
	60%	

overall proportions :

languages – 46%
politics – 26%
economics – 28%

The New University of Ulster (48)

HE49 BA (Hons.) EUROPEAN STUDIES FG R(S)

(a) *East European studies*

i. Course description

'East European studies is intended to present a broad picture of the area by including elements drawn from other disciplines besides literature. Russian will be taken throughout the three-year programme, but in the second year tuition will also be given in another East European language. At least one visit to the Soviet Union will be required as an integral part of the degree course and must be made before students are admitted to the final year. A visit to either Yugoslavia or Czechoslovakia must also be made.'

ii. Structure

1. Common first year with the Russian course.
2. Years 2, 3 and 4 (terms 4–12):

	4	5	6	7	8	9	10	11	12		
FL Russian	✓	✓	✓							Russian language	
	✓	✓	✓							2 units	
				✓	✓	✓	✓	✓	✓	advanced	
FL2				✓	✓	✓				Serbo-Croat/Czech	
literature	✓	✓	✓							introduction to R. literature	
	✓	✓	✓							Turgenev	
							X	X	X	Tolstoy	any 2
							X	X	X	Chekhov and Gorky	
							X	X	X	Mayakovsky and Sholokhov	
history	✓	✓	✓							1861 – present	
	✓	✓	✓							documentary study of modern Russian history	
				✓	✓	✓				East European history	
				✓	✓	✓				documentary E.E. history	
geography							✓	✓	✓	geog. aspects of economic development in USSR	
history							X	X	X	special period mod. Russian	
							X	X	X	2 units	
							X	X	X	special period E. European	
							X	X	X	2 units	
optional unit				✓	✓	✓	✓	✓	✓		

any two courses marked 'X'

(b) *West European studies*

i. Course description

'Six compulsory units of one language and its culture and society, taken two each year, form the core of the programme. At least two units of another West European language must normally be added; these may be taken in the first and second or second and fourth year of the programme. A compulsory unit of European history and an introduction to West European studies provide the frame of reference. Students may then choose their remaining units in all three years from those offered . . . in language, culture and society, history, linguistics, economics, social administration, social organisation, geography and philosophy.

In addition to three years in the University, students will be required to spend an intercalatory year in 1 or 2 of the countries of Western Europe. They will normally be expected to attend a university and take a course which will form an integral part of their . . . degree. During their year they will also be expected to write a short dissertation in the language of the country concerned.

A special feature of the programme is that language units are designed to integrate fully into the cultural, historical, linguistic and social parts of the programme. Material is taken from contemporary sources and used in such a way as to provide a detailed background knowledge of the country concerned, in addition to improving linguistic skills. Emphasis is placed on achieving high oral and reading proficiency (all classes are held in the language concerned) and on free composition.'

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THE NEW UNIVERSITY OF ULSTER (48) – HE49 (contd.)

ii. Structure

	1	2	3	4	5	6	7	8	9	10	11	12	
FL1 / FL2	✓	✓	✓	✓	✓	✓				✓	✓	✓	F / G
European studies	✓	✓	✓					abroad					introduction
history	✓	✓	✓										modern European
culture & society	✓	✓	✓										survey of period
				✓	✓	✓							political thought
										✓	✓	✓	intellectual history
other languages*	✓	✓	✓	✓	✓	✓							2 units minimum**

* = 1 & 2 *or* 2 & 4

** culture and society units associated with the second language: history/linguistics/social administration/social organisation/economics/philosophy/politics/geography

APPLIED LANGUAGES

Heriot-Watt University (43)

HE50 BA LANGUAGES (INTERPRETING and TRANSLATING) FG RS

First output : 1973

i. Objectives

as stated : 'The course aims at mastery of the contemporary spoken and written language in a whole range of fields of a general and specialised nature; the development of the sophisticated skills of translating and interpreting, backed by the theoretical appreciation of the problems involved; a thorough acquaintance with the contemporary scene and the background of the countries whose languages are being studied; and a sound understanding of the structure and functions of European and international organisations.

. . . Students who successfully complete the course should have careers open to them in a whole variety of spheres, such as organisations of an international character, diplomatic and foreign service, industry and commerce, journalism, educational and academic institutions.'

in survey descriptors : high level performance in all four macroskills in two foreign languages in the non-specialist registers and in contexts of life and institutions in C2 and C3, international organisations and linguistics, with functional training in translation FL--L1--FL, ad hoc, simultaneous and consecutive interpreting and précis writing.

ii. Structure

	1	2	3	4	5	6	7	8	9	10	11	12	
FL1	✓	✓	✓	✓	✓	✓				✓	✓	✓	
FL2	✓	✓	✓	✓	✓	✓		year abroad		✓	✓	✓	
history	✓	✓											modern history C2, C3
literature				✓	✓	✓				✓	✓	✓	
Eur. studies				✓	✓								background studies
linguistics					✓	✓				✓	✓	✓	
institutions										✓	✓	✓	structure & function of international organisations
elective class	✓	✓	✓	✓	✓	✓							

NB : *Background studies* : history, geography, life and institutions, current affairs, economics and social life etc.
Elective subject : economics, philosophy, mathematics, history of art etc.
Year abroad : at interpreters' colleges
Classes : Ordinary degree – three year course
Honours degree – four year course

continued on next page

iii. **Language syllabus**

	weekly topics			monthly topics			monthly topics			
	1	2	3	4	5	6	10	11	12	
translation FL--L1	✓	✓	✓	✓	✓	✓	✓	✓	✓	
translation L1--FL	✓	✓	✓	✓	✓	✓	✓	✓	✓	
note-taking	✓									
liaison interpreting		✓	✓	✓	✓	✓	✓	✓	✓	
simultaneous interpreting		✓	✓	✓	✓	✓	✓	✓	✓	
consecutive interpreting		✓	✓	✓	✓	✓	✓	✓	✓	
conversations	✓	✓	✓	✓	✓	✓	✓	✓	✓	on prescribed topics
essay in FL	✓	✓	✓	✓	✓	✓	✓	✓	✓	one per term per FL
literature	✓	✓	✓	✓	✓	✓	✓	✓	✓	one-day or weekend seminars
précis into FL				✓	✓	✓	✓	✓	✓	
specialised translation							✓	✓	✓	

iv. **Language contexts (per FL)**
life and institutions*
international organisations
linguistics

v. **Language functions (per FL)**
translation FL--L1
translation L1--FL
liaison interpreting
simultaneous interpreting
consecutive interpreting
summarising in FL

vi. **Performance description**

The graduate performs at a high level in all four macroskills in FL1 and FL2 in the non-specialist registers and in contexts of life and institutions in C2 and C3, international organisations and linguistics; he can translate FL--L1--FL, do liaison, consecutive and simultaneous interpreting and write FL summaries.

vii. **Application rating**

contexts – 4 functions – 14 rating : 18

* Hons. graduates only; for Ordinary graduates (3-year course) – contexts: 2, rating: 16

University of Salford (27)

HE51 BSc (Hons.) MODERN LANGUAGES FGIRS(2+1)

Output 1972 : 51

i. **Objectives**

as stated : 'The aim of the course is to impart a thorough command of two foreign languages, written and spoken, with specialisation in selected aspects of either or both, comprehension of, and ability to translate from, a third language, and a grounding in linguistics. At the same time graduates will be sufficiently well-informed in a variety of fields, notably science and technology as well as the present-day conditions and cultural backgrounds of two foreign countries, to be capable of dealing effectively with international communication in commerce, industry, research institutions and international agencies. They will thus be well equipped for an academic or professional career in modern languages, as well as one in the fields of commerce and industry.'

in survey descriptors : high level performance in all macroskills in two foreign languages in non-specialist register, life and institutions in C2 and C3 and one other context, with functional training; some auricular and ocular comprehensional skills in a third foreign language.

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UNIVERSITY OF SALFORD (27) – HE51 (contd.)

ii. Structure

(a) *general*	1	2	3	4	5	6	7	8	9	10	11	12
FL1 continued from 'A' level	✓	✓	✓	✓	✓		year abroad		✓	✓	✓	✓
FL2 continued from 'A' level	✓	✓	✓	✓	✓				✓	✓	✓	✓
FL3 (beginning)	✓	✓	✓									
linguistics	✓	✓	✓									
European studies	✓	✓	✓	✓	✓							
history, life and thought C2/C3									✓	✓	✓	✓
special subject FL1/FL2										✓	✓	✓
study project										✓	✓	✓
language functions										✓	✓	✓
scientific studies	✓	✓	✓	✓	✓							

average hours per week – 16

(b) *detailed*

Linguistics :
introduction to general linguistics
theory of translation
principles of historical linguistics
general and English phonetics
principles of semantics
modern schools of linguistics

European studies :
1, 2, 3 :
the making of Europe
contemporary history.
4, 5 (choice of four from:)
government and politics
social structures
legal systems and international organisations
economic systems
technology and modern society
geography (double course).

Scientific studies
1, 2, 3 : principles of mathematics (with special reference to linguistics)
1 – 5 : principles of science and technology

iii. Language syllabus

	1st main post 'A' level					new main					all main				subsidiary		
	1	2	3	4	5	1	2	3	4	5	9	10	11	12	1	2	3
intensive preparatory course						✓	✓	✓									
intonation and diction	✓	✓	✓						✓	✓							
comprehension	✓	✓	✓														
use of spoken language	✓	✓	✓						✓	✓							
stylistics	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓			
(modern*) literature	✓	✓	✓	✓	✓				✓	✓							
essay writing	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓			
report writing	✓	✓	✓														
comparative morphology				✓	✓												
word formation									✓	✓							
group discussion									✓	✓							
translation FL--L1	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓
translation L1--FL	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓			
semantics											✓						
liaison interpreting											✓	✓	✓	✓			
summarising											✓	✓	✓	✓			
reporting in L1												✓	✓	✓			

NB : Language functions
a choice from :
(a) consecutive interpreting, with conference note-taking FL1 and FL2 (this option open to selected students only);
(b) technical translation FL--L1 (with introduction and glossary);
(c) an approved extended linguistic exercise.

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UNIVERSITY OF SALFORD (27) – HE51 (contd.)

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iv. Role of language

final examination : *written* – 5 papers

1 – translation FL--L1 } FL1 and FL2
2 – translation L1--FL } FL1 and FL2
3 – applied stylistics } FL1 and FL2
4 – history, life and thought
5 – special subject

oral tests

6 – viva voce } FL1 and FL2
7 – liaison interpreting } FL1 and FL2
8 – summarising and reporting FL--L1 } FL1 and FL2

v. Language contexts

life and institutions C2
life and institutions C3
special subject

vi. Language functions

ad hoc interpreting } FL1 and FL2
summarising } FL1 and FL2
reporting in L1 } FL1 and FL2
translation FL--L1--FL } FL1 and FL2
(possibly) special option

vii. Performance description

The graduate performs at a high level in all four macroskills in FL1 and FL2 in the non-specialist registers and in contexts of life and institutions in C2 and C3, and in a special subject area, with functional training in ad hoc interpreting, summarising and reporting in L1 and possibly in one other function. He has some comprehensional skills in FL3.

viii. Application rating

contexts – 3 functions – 12/13 rating: 15/16

MISCELLANEOUS COURSES

University of Essex (10)

HE52 BA (Hons.) LANGUAGE F R

First output : 1973

i. Objectives

as stated : '. . . intended for the student who is interested in language but who seeks an alternative to the literature (or literature and philology) syllabus of the usual language degree . . . By the time the student graduates, he will be expected to be able to read fast and fluently in the foreign language for the purpose of gaining information, and to read critically and in depth in order to discover the intentions of the author and how these intentions are conveyed. A similar proficiency is expected in the spoken language. Recordings will be used; students will be taught partly by native speakers of French or Russian and they will be expected to spend a portion of their time in France or the Soviet Union. Consequently the student should comprehend the language over a wide range of topics and through varied voices and accents. He should be able to converse with confidence in most contexts of everyday discourse and to discuss the subject-matter of his degree studies in French or Russian. He should be able to express his ideas in writing in the foreign language and to use as well as to recognise the essential conventions of many types of written text.'

in survey descriptors : high level performance in all four macroskills, but with especial emphasis on auricular and ocular comprehension, in one FL in the non-specialist register and a number of other contexts in the humanities and social sciences.

ii. Structure

	1	2	3	4	5	6	7	8	9	
Common first year course in comparative studies	✓	✓	✓							history philosophy politics sociology
linguistics				✓	✓	✓	✓	✓	✓	
advanced FL				✓	✓	✓	✓	✓	✓	
advanced L1				✓	✓	✓	✓	✓	✓	English
language in society				✓	✓	✓	✓	✓	✓	'anthropological linguistics'
special subject										*one of list*, e.g. (1971): art / literature / government / sociology / language

NB : for beginners in Russian a fourth year is possible, either preliminary or intercalated after term 3.

continued on next page

UNIVERSITY OF ESSEX (10) – HE52 (contd.)

iii. Common first year

There are three first-year schemes, of which Scheme I must be taken by students of Russian, and Scheme II by students of French, for the BA (Hons.) Language. For the BA (Hons.) Area studies (Latin American *or* Russian and Soviet), students must follow Scheme I, taking the Latin American option or Russian option appropriately. Scheme I includes Spanish and Russian languages.

Scheme I	*Scheme II*
language (RS)	language (F)
literature	literature
history	history
government	history of art
sociology	structure of language
'Enlightenment'*	'Enlightenment'*

*'European culture and society in the period approx. 1660–1815'

University of York (33)

HE53 BA — **LANGUAGE** — **FG (S)**

In an unusual syllabus, the Department of Languages offers four courses :

4-year courses – Language as a *single subject* (*SS*);
– Language as a *main subject* (*M*), with education or philosophy as subsidiary;

3-year courses – Language as an *equal main subject* (*E*), with philosophy;
– Language as a *subsidiary subject* (*S*) to English, mathematics or philosophy.

The study of French or German is combined with that of linguistics and a new, 'exotic' language, the proportion of language in each course may be seen from the following list of final examination papers set :

	Papers Language as –	*S*	*E*	*M*	*SS*
1.	Psychological and sociological aspects of linguistic behaviour	✓	✓	✓	✓
2.	Descriptive linguistics	✓	✓	✓	✓
3.	Historical and comparative linguistics	*✓	✓	✓	✓
4.	FL2 from scratch ('exotic' language)		✓	✓	✓
5.	Structure and history of FL2		✓	✓	✓
6.	Advanced FL1 or L1 (English)			✓	✓
7.	Structure and history of L1			✓	✓
8.	– Special subjects**				✓
9.					✓
10.					✓

* alternatively: Structure of modern English
** may include: Theory and practice of translation

Year 2 of the 4-year course is normally spent abroad or at an immigrants' centre in UK.

University of Kent at Canterbury (14)

HE54 BA (Hons.) SOCIAL SCIENCE FGIR

i. Language is available as a choice as one of five courses in Part I for a variety of degrees in the School of Social Sciences. There are two modes:

Mode A (post - 'A' level or equivalent)

Objectives

as stated : '(a) to read social science articles, texts, etc;
(b) to understand lectures and participate in discussion on social science topics;
(c) to use the written language within the needs of the course.'

in survey descriptors : Ocular and auricular comprehension of FL within the context of social science topics, with some oral and graphic composition in that context.

Mode B (from scratch)

Objectives

as stated : . . . active grasp of the main vocabulary and structures . . . fostering also the ability to read and follow talks in the general field of the social sciences.'

in survey descriptors : Ocular and auricular comprehension in social science contexts.

ii. Part II Language for social scientists is available in Single Honours courses for students successful in Part I or having an equivalent language qualification. It forms one of 6/7 papers.

Possible courses including Part II in F / G / I / R :—

accounting
economics
economic and social history
law
politics and government
public and social administration
quantitative social studies
sociology and social anthropology.

University of Birmingham (3)

HE55 RUSSIAN STUDIES R

The School of Russian Studies offers two courses which integrate the study of the Russian language with that of the social sciences etc.:

(1) *BCom.* (Russian studies)

year 1 : introduction to : economics / economic history / mathematical methods / political science / sociology / statistics;

year 2 : } accounting / law / economics / politics of industry /
year 3 : } foreign trade and Russian studies (including language).

(2) *BSoc.Sc* (Russian studies)

year 1 : (cf. BCom)

years 2 and 3 : *choice of broad fields –*
(a) economics *or* econometrics *or* mathematical economics;
(b) political science;
(c) economic and social history;
(d) sociology;
(e) social administration.

specialist courses on 'Aspects of Soviet society' – three courses studied on background of broad field / Russian language

Two further courses including Russian studies are offered in the Faculty of Science and Engineering :

(3) *BSc – Mechanical engineering and economics* (*Joint Hons.*)

A three-year course 'for students who aspire to managerial positions requiring a high level of technical ability and commercial expertise. The training would also equip students for future employment in government departments such as the Foreign Office, the Board of Trade, Treasury . . . or in international organisations'.

Contents : engineering
economics/economic statistics
industrial economics
business policy and organisation
Russian language

continued on next page

UNIVERSITY OF BIRMINGHAM (3) – HE55 (contd.)

(4) *BSc and BCom (Double Hons.)*

	1	2	3	4	5	6	7	8	9	10	11	12	
FL	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	**Russian**
mech. engineering	✓	✓	✓										
economics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	**statistics/**
	✓	✓	✓										**accounting/macro-**
							✓	✓	✓	✓	✓	✓	**micro-/industrial**
										✓	✓	✓	**econometrics/**
										✓	✓	✓	**analysis/ industrial-/ business-marketing**
law				✓	✓	✓							
industr. health				✓	✓	✓							
politics				✓	✓	✓							**incl. USSR**
Soviet studies							✓	✓	✓				**economic policies and institutions**

APPENDIX I

OBLIGATORY RESIDENCE ABROAD

A feature of language courses instituted in higher education in the past ten years or so has been the inclusion of recommended or – in most cases – obligatory residence abroad in the country or countries whose language is being studied. We therefore approached professors and heads of departments at new universities and polytechnics etc. via a questionnaire on this topic in an attempt to establish in some detail what typical practice is and to define the principles on which the practice is based. Returned questionnaires were analysed and the analysis submitted to each institution for comment and amendment. The amended text is given in full (see fold-out Table 2, opposite p. 132).

1.1 Our questionnaire (see pp. 135-136 was designed to provide data on the following general topics:

- the role, duration, place, timing and purpose of the residence abroad;
- the work carried out during that period and the means of assessing it;
- the organisation and control of the system, including data on the means by which decisions are made.

A final section related to problems of placing students of Russian for extended periods in USSR.

1.2 In many of the institutions we approached the system has been introduced too recently, and arrangements are consequently too fluid, for any but the most tentative answers to be given to some of our questions. Our summary therefore contains a number of gaps. Nevertheless, it seems to be indicated quite plainly that whereas it is widely believed that a period of residence abroad is valuable, there is as yet no widely accepted theoretical basis for this belief, nor has evidence been produced to support it.[1]

1.3 The question to which only the vaguest replies were received was Q.5 : Is the primary purpose to improve the student's command of the language? If not, what is it? Lack of closely formulated rationale was perhaps indicated by the fact that very few direct replies were forthcoming, and in anticipation of such a result we attempted in the questionnaire to obtain further clarification of the purpose of the residence abroad by enquiring in some detail into what the student was expected to do while abroad. Not surprisingly, in view of the quite large number (30) of institutions involved and the widely different emphases of their courses, we found that the demands made on students, reflecting the purpose of their residence abroad, were very varied, both from the point of view of language performance and from that of mastery of a non-language content. Students go abroad at different times for different purposes, engage in different activities in different kinds of milieu, and have the results of their labours differently assessed and weighted. The following tables list such replies to our questionnaire as lend themselves to such treatment. They are followed by some conclusions and comments, and finally by the complete agreed text of the summarised questionnaires.

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[1] A research project designed to discover the effect of residence abroad is now in progress at the University of Bradford. Researchers are looking specifically at three aspects:
(a) Improvement in oral command of the FL;
(b) Personal development – change in attitudes, e.g. more or less tolerant;
(c) Understanding of the socio-cultural background of everyday life in the foreign language community.

Table 1

COURSES

Details of the following courses were received in reply to our questionnaire and have therefore been included in the tables:

			Languages
I.		**University of Aston in Birmingham**	
	1.	BSc Combined Honours	FG R
	2.	BSc Communication science & linguistics	G
II.		**University of Bath**	
	3.	BA European studies	FGIRS
III.		**University of Bradford**	
	4.	BA Modern languages	FG RS
	5.	BA European studies	FG RS
IV.		**University of Kent at Canterbury**	
	6.	BA French	F
	7.	BA Italian	I
	8.	BA German	G
V.		**University of Lancaster**	
	9.	BA French studies	F
	10.	BA Russian & Soviet studies (etc.)	R
VI.		**Loughborough University of Technology**	
	11.	BA Languages, politics & economics of modern Europe	FG
VII.		**University of Salford**	
	12.	BA Modern languages	FGIRS

Table 1—Courses (contd.)

VIII.		**University of Surrey**	
	13.	BA Linguistic and regional studies: German	G
	14.	BA Linguistic and regional studies: Russian	R
IX.		**University of Sussex**	
	15.	BA French literature / French studies	F
	16.	BA German	G
	17.	BA Italian	I
	18.	BA Russian studies	R
X.		**University of Warwick**	
	19.	BA German studies	G
XI.		**University of York**	
	20.	BA Language	FG S
XII.		**Heriot-Watt University**	
	21.	BA Languages (Interpreting and translating)	FG RS
XIII.		**University of Strathclyde**	
	22.	BA (Hons.) French/German/Spanish	FG S
	23.	BA French/German/Spanish	FG S
XIV.		**The New University of Ulster**	
	24.	BA Soviet studies	R
XV.		**Polytechnic of Central London**	
	25.	BA Modern languages	FGIRS
XVI.		**Leeds Polytechnic**	
	26.	BA Modern language studies	FG RS
XVII.		**Portsmouth Polytechnic**	
	27.	BA German studies	G
	28.	BA Russian & Soviet studies	R
	29.	BA French studies	F
	30.	BA Spanish	S
	31.	BA Latin American studies	S
XVIII.		**Polytechnic of North London**	
	32.	BA French/German/Spanish (in preparation)	FG S
XIX.		**City of London Polytechnic**	
	33.	BA (Business studies) Marketing	F
	34.	Secretarial/Linguist course	FG
XX.		**Kingston Polytechnic**	
	35.	BA Languages, economics & politics	FG S
	36.	BA German & Chemistry	G
XXI.		**Cambridgeshire College of Arts & Technology**	
	37.	BA (Applied) modern languages	FGI S
XXII.		**Newcastle-upon-Tyne Polytechnic**	
	38.	Applied modern languages	FG RS
XXIII.		**Manchester Polytechnic**	
	39.	BA General arts	F
XXIV.		**Hatfield Polytechnic**	
	40.	BSc Industrial engineering	FG
XXV.		**Hendon College of Technology (Middlesex Polytechnic)**	
	41.	BA Modern English studies	FG
XXVI.		**Ealing Technical College**	
	42.	BA Modern European studies	FG R
	43.	BA Applied language studies	FG RS
XXVII.		**Polytechnic of the South Bank**	
	44.	BA Modern languages	FG
XXVIII.		**Wolverhampton Polytechnic**	
	45.	BA Arts	FG
	46.	BA Modern languages	FG RS
	47.	Diploma in languages & secretarial work	FG S
XXIX.		**Liverpool Polytechnic**	
	48.	BA European studies	FG RS
	49.	BA Applied languages	FG RS
XXX.		**Lanchester Polytechnic**	
	50.	BA Modern languages	FG RS

Table 2

RESIDENCE ABROAD

ORGANISATION
(based on questionnaire, 1972)

	UNIVERSITY/ POLYTECHNIC	COMPULSORY	OPTIONAL	TIMING (between years)	HOW SPENT/WHERE (institution/ activity)	WRITTEN WORK resulting from residence abroad	LANGU
	Aston						
1.	Combined Honours	month	year	1–2	course or employment	—	
2.	Communication science & linguistics	—	year	1–2	course or employment	possible dissertation	FL
	Bath						
3.	European studies	year	—	2–3	university	10,000 word dissertation	FL
	Bradford						
4.	Modern languages	2×6 months	—	mid 2 – mid 3	industry/commerce	8,000 word dissertation	FL
5.	European studies	year (W. Eur.) 2×6 months (E. Eur.)	—	2–3	university/international organisation	10,000 word dissertation (W. Europe only)	FL
	Kent						
6.	French	year (major) 8 wks (minor)	—	2–3	university/approved institn./assistant	3 essays	L1
7.	Italian	year (major) 10 wks (minor)	—	2–3	university of Florence	7,000 word dissertation	L1
8.	German	year (major) 8 wks (minor)	—	2–3	university	3 essays of 3,000 words each	FL
	Lancaster						
9.	French studies	year	—	2–3	university/assistant	essay of 2,000 words	FL
10.	Russian and Sov. studies	2–3 months	—			essay of 2,000 words	L1
	Loughborough						
11.	Lang., pol. and econ. of modern Europe	15 weeks	—		course or employment	nil	
	Salford						
12.	Modern languages	2×6 months	—	2–3		dissertation	FL
	Surrey						
13.	Linguistic and regional studies (German)	year			university	project: 5,000 words dissertation: 10,000 words	Fl Fl
14.	Linguistic and regional studies (Russian)	2×term+vac.	—	1–2 2–3	university	dissertation: 10,000 words	Fl
	Sussex						
15.	German (major/minor)	year	—	2–3	university	10,000 word dissertation	m m
16.	French literature/French studies (major/minor)	year	—	2–3	university or assistantship	10,000 word dissertation	m m
17.	Italian (major/minor)	year	—	2–3	university	10,000 word dissertation	m m
18.	Russian studies (major/minor)	year	—	2–3	university/employment	10,000 word dissertation	m m
	Warwick						
19.	German studies	year	—	2–3	university	(not yet decided)	
	York						
20.	Language	year		1–2	university (or immigrant centre in UK)	dissertation or project(s)	d c
	Heriot-Watt						
21.	Languages	2×6 months	—	2–3	interpreters' colleges	2×4,000 word dissertations	F

RESIDENCE ABROAD

ORGANISATION
(based on questionnaire, 1972)

	COMPULSORY	OPTIONAL	TIMING (between years)	HOW SPENT/WHERE (institution/ activity)	WRITTEN WORK resulting from residence abroad	LANGUAGE	PROPORTION OF LANG./ CONTENT in assessment of FL work	PROP OF FI MARK
	month	year	1–2	course or employment	—			
	—	year	1–2	course or employment	possible dissertation	FL		
	year	—	2–3	university	10,000 word dissertation	FL	25/75	
	2×6 months	—	mid 2 – mid 3	industry/commerce	8,000 word dissertation	FL	20/80	
	year (W. Eur.) 2×6 months (E. Eur.)	—	2–3	university/international organisation	10,000 word dissertation (W. Europe only)	FL	20/80	
	year (major) 8 wks (minor)	—	2–3	university/approved institn./assistant	3 essays	L1/FL		nil
	year (major) 10 wks (minor)	—	2–3	university of Florence	7,000 word dissertation	L1		12%
	year (major) 8 wks (minor)	—	2–3	university	3 essays of 3,000 words each	FL ?		nil
	year	—	2–3	university/assistant	essay of 2,000 words	FL		nil
es	2–3 months	—			essay of 2,000 words	L1		
f	15 weeks	—		course or employment	nil			
	2×6 months	—	2–3		dissertation	FL/L1		yes
studies	year			university	project: 5,000 words dissertation: 10,000 words	FL FL	40/60 40/60	nil 20%
studies	2×term+vac.	—	1–2 2–3	university	dissertation: 10,000 words	FL	40/60	c.20%
	year	—	2–3	university	10,000 word dissertation	major FL minor L1	60/40	c.1/12
h r)	year	—	2–3	university or assistantship	10,000 word dissertation	major FL minor L1		c.1/12
	year	—	2–3	university	10,000 word dissertation	major FL minor L1	50/50	c.1/12
/minor)	year	—	2–3	university/employment	10,000 word dissertation	major FL minor L1		c.1/12
	year	—	2–3	university	(not yet decided)			
	year		1–2	university (or immigrant centre in UK)	dissertation or project(s)	depends on country	?	yes
	2×6 months	—	2–3	interpreters' colleges	2×4,000 word dissertations	FL	30/70	yes

	Bradford					
4.	Modern languages	2×6 months	—	mid 2 – mid 3	industry/commerce	8,000 word dissertation
5.	European studies	year (W. Eur.) 2×6 months (E. Eur.)	—	2–3	university/international organisation	10,000 word dissertation (W. Europe only)
	Kent					
6.	French	year (major) 8 wks (minor)	—	2–3	university/approved institn./assistant	3 essays
7.	Italian	year (major) 10 wks (minor)	—	2–3	university of Florence	7,000 word dissertation
8.	German	year (major) 8 wks (minor)	—	2–3	university	3 essays of 3,000 words each
	Lancaster					
9.	French studies	year	—	2–3	university/assistant	essay of 2,000 words
10.	Russian and Sov. studies	2–3 months	—			essay of 2,000 words
	Loughborough					
11.	Lang., pol. and econ. of modern Europe	15 weeks	—		course or employment	nil
	Salford					
12.	Modern languages	2×6 months	—	2–3		dissertation
	Surrey					
13.	Linguistic and regional studies (German)	year			university	project: 5,000 words dissertation: 10,000 words
14.	Linguistic and regional studies (Russian)	2×term+vac.	—	1–2 2–3	university	dissertation: 10,000 words
	Sussex					
15.	German (major/minor)	year	—	2–3	university	10,000 word dissertation
16.	French literature/French studies (major/minor)	year	—	2–3	university or assistantship	10,000 word dissertation
17.	Italian (major/minor)	year	—	2–3	university	10,000 word dissertation
18.	Russian studies (major/minor)	year	—	2–3	university/employment	10,000 word dissertation
	Warwick					
19.	German studies	year	—	2–3	university	(not yet decided
	York					
20.	Language	year		1–2	university (or immigrant centre in UK)	dissertation or project(s)
	Heriot-Watt					
21.	Languages	2×6 months	—	2–3	interpreters' colleges	2×4,000 word dissertations
	Strathclyde					
22.	French/German/Spanish (Hons.)	year	—	2–3	assistantship or scholarship (student)	10,000 word dissertation
23.	French/German/Spanish (Pass)	c. 2 months	—	2–3	vacation course	none
	Ulster					
24.	Soviet studies	c. 1 month	—	1–2	vacation course	
	Central London Polytechnic					
25.	Modern languages	2×6 months	—	2–3	university or comparable institution	8,000 word dissertation
	Leeds					
26.	Modern languages	2×6 months	—	mid 2 – mid 3	university or business school	5,000 word dissertation
	Portsmouth					
27.	German studies	year	—	2–3	university	8,000–15,000 word dissertation
28.	Russian and Soviet studies	2×1 month	—	1–2 2–3	language course	6,000 word dissertation
29.	French studies	year	—	2–3	university or institute of technology	5,000–8,000 word dissertation
30.	Spanish	year	—	1–2	university	10–12,000 word dissertation
31.	Latin American studies	year	—		university	10–12,000 word dissertation

	year (W. Eur.) 2×6 months (E. Eur.)	—	2–3	organisation	(W. Europe only)	FL	20/80	
	year (major) 8 wks (minor)	—	2–3	university/approved institn./assistant	3 essays	L1/FL		nil
	year (major) 10 wks (minor)	—	2–3	university of Florence	7,000 word dissertation	L1		12%
	year (major) 8 wks (minor)	—	2–3	university	3 essays of 3,000 words each	FL ?		nil
	year	—	2–3	university/assistant	essay of 2,000 words	FL		nil
	2–3 months	—			essay of 2,000 words	L1		
	15 weeks	—		course or employment	nil			
	2×6 months	—	2–3		dissertation	FL/L1		yes
dies	year			university	project: 5,000 words dissertation: 10,000 words	FL FL	40/60 40/60	nil 20%
dies	2×term+vac.	—	1–2 2–3	university	dissertation: 10,000 words	FL	40/60	c.20%
	year	—	2–3	university	10,000 word dissertation	major FL minor L1	60/40	c.1/12
	year	—	2–3	university or assistantship	10,000 word dissertation	major FL minor L1		c.1/12
	year	—	2–3	university	10,000 word dissertation	major FL minor L1	50/50	c.1/12
nor)	year	—	2–3	university/employment	10,000 word dissertation	major FL minor L1		c.1/12
	year	—	2–3	university	(not yet decided)			
	year		1–2	university (or immigrant centre in UK)	dissertation or project(s)	depends on country	?	yes
	2×6 months	—	2–3	interpreters' colleges	2×4,000 word dissertations	FL	30/70	yes
	year	—	2–3	assistantship or scholarship (student)	10,000 word dissertation	FL	confidential	yes
	c. 2 months	—	2–3	vacation course	none	—	—	—
	c. 1 month	—	1–2	vacation course				
chnic	2×6 months	—	2–3	university or comparable institution	8,000 word dissertation	FL		15%
	2×6 months	—	mid 2 – mid 3	university or business school	5,000 word dissertation	FL	25/75	yes
	year	—	2–3	university	8,000–15,000 word dissertation	FL		7·7%
es	2×1 month	—	1–2 2–3	language course	6,000 word dissertation	FL	50/50	10%
	year	—	2–3	university or institute of technology	5,000–8,000 word dissertation	FL		16%
	year	—	1–2	university	10–12,000 word dissertation	FL/L1		15%
	year	—		university	10–12,000 word dissertation	FL/L1		20%

continued on next pa

Table 2 *continued*

RESIDENCE ABROAD

ORGANISATION
(based on questionnaire, 1972)

	UNIVERSITY/ POLYTECHNIC	COMPULSORY	OPTIONAL	TIMING (between years)	HOW SPENT/WHERE (institution/ activity)	WRITTEN WORK resulting from residence abroad	LAN
	North London						
32.	French/German/(Spanish)	year	—	2–3		7,500 word dissertation	
	City of London						
33.	Marketing	—	3–5 mths	2–3 } 3–4 }	marketing project	nil	
34.	Secretarial/Linguist	—	1 term	second year		nil	
	Kingston						
35.	Lang., economics, politics	year	—	2–3	university language course	5,000 word dissertation	
36.	German & Chemistry	2×6 months	—	1–2 2–3	i. Hanover Tech. Univers. ii. B.P. Training Centre	4,500 word dissertation	
	Cambridge College of Arts & Technology						
37.	Applied modern languages	2×6 months			university	2×2–3,000 word dissertation	
	Newcastle-upon-Tyne Polytechnic						
38.	Applied modern languages	2×6 months	—	1st ½ 2nd year 2nd ½ 3rd year	university or institute of technology	6,000 word dissertation	
	Manchester						
39.	General arts (with Hons. options)	3 months	—	2–3	vacation course	nil	
	Hatfield						
40.	Industrial engineering	3 months	—	3–4	manufacturing company	13,000 word project	
	Hendon (Middlesex)						
41.	Modern English studies	1 – 2 months	—	1–2	vacation course	nil	
	Ealing Technical College						
42.	Modern European studies	3 – 4 months	—	2–3	vacation course/ employment	10,000 word project	
43.	Applied language studies	year	—	2–3	university/ translator–interpret. institute	10,000 word dissertation	
	South Bank Polytechnic						
44.	Modern languages	2×6 months	—	2–3	university/employment	2×5,000 word project	2× FL
	Wolverhampton						
45.	French/German	3 months	—	2–3	vacation course	material for seminars in UK	
46.	Modern languages	2×6 months	—	2–3	course or employment	8–10,000 word dissertation+1,500 word summary	
47.	Diploma in languages & secretarial work	3 months	—	3rd term	course or employment	2,500–3,500 word project	
	Liverpool						
48.	European studies	2×6 months	—	2–3	university (except USSR)	1 or 2 projects of 5–6,000 words	
49.	Applied languages	2×6 months	—	2nd ½ 2nd year 1st ½ 3rd year		8,000 word dissertation	
50.	**Lanchester** Modern languages	2×6 months	—	2–3	university/ teacher training/ interpreters' institute	2 projects of 5,000–8,000 words each	

RESIDENCE ABROAD

ORGANISATION
(based on questionnaire, 1972)

	COMPULSORY	OPTIONAL	TIMING (between years)	HOW SPENT/WHERE (institution/ activity)	WRITTEN WORK resulting from residence abroad	LANGUAGE	PROPORTION OF LANG./ CONTENT in assessment of FL work	PROPORTION OF FINAL MARK
	year	—	2–3		7,500 word dissertation	L1	—	20%
	—	3–5 mths	2–3 3–4	marketing project	nil			
	—	1 term	second year		nil			
	year	—	2–3	university language course	5,000 word dissertation	FL	15 /85	c. 10%
	2 × 6 months	—	1–2 2–3	i. Hanover Tech. Univers. ii. B.P. Training Centre	4,500 word dissertation	FL	20 /80	c. 10%
ts &	2 × 6 months			university	2 × 2–3,000 word dissertation	FL	2/1	15%
olytechnic	2 × 6 months	—	1st ½ 2nd year 2nd ½ 3rd year	university or institute of technology	6,000 word dissertation	FL	40/60	10%
	3 months	—	2–3	vacation course	nil			
	3 months	—	3–4	manufacturing company	13,000 word project	L1		22%
	1 – 2 months	—	1–2	vacation course	nil			
	3 – 4 months	—	2–3	vacation course/ employment	10,000 word project	L1		13%
	year	—	2–3	university/ translator–interpret. institute	10,000 word dissertation	FL		10%
	2 × 6 months	—	2–3	university/employment	2 × 5,000 word project	2 × FL or FL & L1		
	3 months	—	2–3	vacation course	material for seminars in UK	—	—	no
	2 × 6 months	—	2–3	course or employment	8–10,000 word dissertation + 1,500 word summary	L1 + FL	2/7 (Ordry.) 2/9 (Honours)	20%
	3 months	—	3rd term	course or employment	2,500–3,500 word project	FL		no
	2 × 6 months	—	2–3	university (except USSR)	1 or 2 projects of 5–6,000 words	FL		
	2 × 6 months	—	2nd ½ 2nd year 1st ½ 3rd year		8,000 word dissertation			
	2 × 6 months	—	2–3	university/ teacher training/ interpreters' institute	2 projects of 5,000–8,000 words each	L1		17½%

36.	German & Chemistry	2×6 months	—	1–2 2–3	i. Hanover Tech. Univers. ii. B.P. Training Centre	4,000 word dissertation	
37.	**Cambridge College of Arts & Technology** Applied modern languages	2×6 months			university	2×2–3,000 word dissertation	
38.	**Newcastle-upon-Tyne Polytechnic** Applied modern languages	2×6 months	—	1st ½ 2nd year 2nd ½ 3rd year	university or institute of technology	6,000 word dissertation	
39.	**Manchester** General arts (with Hons. options)	3 months	—	2–3	vacation course	nil	
40.	**Hatfield** Industrial engineering	3 months	—	3–4	manufacturing company	13,000 word project	
41.	**Hendon (Middlesex)** Modern English studies	1 – 2 months	—	1–2	vacation course	nil	
42.	**Ealing Technical College** Modern European studies	3 – 4 months	—	2–3	vacation course/ employment	10,000 word project	
43.	Applied language studies	year	—	2–3	university/ translator–interpret. institute	10,000 word dissertation	
44.	**South Bank Polytechnic** Modern languages	2×6 months	—	2–3	university/employment	2×5,000 word project	2× FL
45.	**Wolverhampton** French/German	3 months	—	2–3	vacation course	material for seminars in UK	
46.	Modern languages	2×6 months	—	2–3	course or employment	8–10,000 word dissertation+1,500 word summary	
47.	Diploma in languages & secretarial work	3 months	—	3rd term	course or employment	2,500–3,500 word project	
48.	**Liverpool** European studies	2×6 months	—	2–3	university (except USSR)	1 or 2 projects of 5–6,000 words	
49.	Applied languages	2×6 months	—	2nd ½ 2nd year 1st ½ 3rd year		8,000 word dissertation	
50.	**Lanchester** Modern languages	2×6 months	—	2–3	university/ teacher training/ interpreters' institute or approved employment	2 projects of 5,000–8,000 words each	

Notes,

i. *duration of residence abroad* varies between 1 month and 12; (1 / 2 / 2½ / 3 / 3½ / 4 / 10 (academic year) / 12).

ii. *timing* : counting the 3 years of a course which does not include residence abroad as years 1, 2 & 3, the intercalated period may fall –

between year 1 & year 2
from mid-2 to mid-3
between year 2 & year 3
in term 1 of year 2
in 1st ½ of year 2 & 2nd ½ of year 3
between years 3 & 4 of a sandwich course.

iii. *purpose* : in terms of the way in which the time abroad is spent, the student may –

(a) study full-time – at a university or comparable institution;
at an institute of technology;
at a business school;
at an interpreters' school;
at a recognised vacation language school.

(b) work full-time – as a language assistant (at school etc.);
in an industrial enterprise;
in a commercial firm;
in a manufacturing company;

or he may combine both kinds of activity, e.g. by spending six months studying and six months in full-time employment

iv. *work carried out abroad* : for all perioc
to carry out some quite lengthy piece o
tation(s) or project(s). The variations lis
in FL : 2,000 words / 2×2–3,000 / 3
5–8,000 / 6,000 / 8,000 / 10,00
words);
in L1 : 2,000 / 7,000 / 7,500 / 10,0
13,000);
plus certain combinations, e.g. 2,000 w

v. *assessment* : the relative importance o
to wide variations. Information was su
questionnaires; where work is done on
Ratios allotted to language / content vary
language : from 15% to 66⅔% / *conte*
15/85, 20/80, 25/75, 30/70, 40/60, 50

vi. *importance for final assessment* : in
performance, leading to the award of
count at all or may be very important, wi
0 / 8 / 10 / 12 / 1

In other cases it may be a hurdle.

ts &						—		
	2×6 months			university	2×2–3,000 word dissertation	FL	2/1	15%
lytechnic	2×6 months	—	1st ½ 2nd year 2nd ½ 3rd year	university or institute of technology	6,000 word dissertation	FL	40/60	10%
	3 months	—	2–3	vacation course	nil			
	3 months	—	3–4	manufacturing company	13,000 word project	L1		22%
	1 – 2 months	—	1–2	vacation course	nil			
	3 – 4 months	—	2–3	vacation course/ employment	10,000 word project	L1		13%
	year	—	2–3	university/ translator–interpret. institute	10,000 word dissertation	FL		10%
	2×6 months	—	2–3	university/employment	2×5,000 word project	2×FL or FL & L1		
	3 months	—	2–3	vacation course	material for seminars in UK	—	—	no
	2×6 months	—	2–3	course or employment	8–10,000 word dissertation+1,500 word summary	L1 + FL	2/7 (Ordry.) 2/9 (Honours)	20%
	3 months	—	3rd term	course or employment	2,500–3,500 word project	FL		no
	2×6 months	—	2–3	university (except USSR)	1 or 2 projects of 5–6,000 words	FL		
	2×6 months	—	2nd ½ 2nd year 1st ½ 3rd year		8,000 word dissertation			
	2×6 months	—	2–3	university/ teacher training/ interpreters' institute or approved employment	2 projects of 5,000–8,000 words each	L1		17½%

varies between 1 month and 12; (1 / 2 / 2½ / 3 / 3½ / 4 /

rs of a course which does not include residence abroad
ed period may fall –
n year 1 & year 2
mid-2 to mid-3
n year 2 & year 3
m 1 of year 2
of year 2 & 2nd ½ of year 3
n years 3 & 4 of a sandwich course.

ay in which the time abroad is spent, the student may –
versity or comparable institution;
stitute of technology;
iness school;
erpreters' school;
ognised vacation language school.
guage assistant (at school etc.);
dustrial enterprise;
nmercial firm;
nufacturing company;
ds of activity, e.g. by spending six months studying and
yment.

iv. *work carried out abroad* : for all periods exceeding 3 months, the student is expecte to carry out some quite lengthy piece of academic work, usually in the form of disse tation(s) or project(s). The variations listed above are:
in FL : 2,000 words / 2×2–3,000 / 3×3,000 / 2×4,000 / 4,500 / 5,000 / 2×5,000 5–8,000 / 6,000 / 8,000 / 10,000 / 8–15,000 / 13,000 (*range :* 2,000 – 15,00 words);
in L1 : 2,000 / 7,000 / 7,500 / 10,000 / 10–12,000 / 13,000 (*range* : 2,000 13,000);
plus certain combinations, e.g. 2,000 words in FL+2,000 words in L1.

v. *assessment* : the relative importance of language / content in such work is also subje to wide variations. Information was supplied in only about one-third of the return questionnaires; where work is done only in L1, this section obviously does not app Ratios allotted to language / content vary as follows:
language : from 15% to 66⅔% / *content* : from 33⅓% to 85%; with actual figures 15/85, 20/80, 25/75, 30/70, 40/60, 50/50, 60/40, 66⅔/33⅓% etc.

vi. *importance for final assessment* : in the final assessment of the student's over performance, leading to the award of a degree, the work carried out abroad may r count at all or may be very important, with a range of from 0% to 22%, and actual figure
0 / 8 / 10 / 12 / 13 / 15 / 16 / 20 / 22% etc.

In other cases it may be a hurdle.

1.4 Exemption from residence abroad is possible at some institutions on personal grounds (medical, married student with children, etc.), for biographical reasons (student a native of the relevant country or has resided for an extended period there) or for political reasons (*persona non grata* e.g. in Spain or USSR); at other institutions the possibility of exemption is not admitted. Arrangements for residence abroad are sometimes made by the university or polytechnic etc. (some 15 explicitly, but many more by implication), sometimes by the student independently, and sometimes by the student and institution jointly. During their period abroad the students of some institutions are always visited (24 out of 30 replies) – even as many as three times in a year; others may be visited (4/30), and a third category – never (2). The mechanics of decision-making depend directly on the internal organisation of the appropriate institution; for polytechnics etc., residence abroad is stipulated by the Council for National Academic Awards, and this perhaps accounts at least in part for the greater clarity of detail reflected in their replies to our questionnaire.

2.0 We do not see any particular merit in uniformity and had expected to find practices varying according to the precise demands and circumstances of the various institutions and courses. Furthermore, as we have already mentioned, the amount of experience so far amassed is hardly enough to make it possible to draw any but somewhat tentative conclusions concerning many aspects of our topic. We would, however, suggest three points which might justify serious consideration:

i. Research	Although the demands of different courses etc. will clearly necessitate different arrangements, it seems doubtful that all the wide variety of details listed above can represent equally efficient variants. There is therefore a need for some major research into optimum conditions for residence abroad, and though this might demand funding in the first instance, it would undoubtedly bring ample reward in the long run.
ii. Co-operation in placement	In this and other contexts, co-operation between interested bodies could undoubtedly save money and increase efficiency. Indeed, such co-operation is now becoming increasingly necessary for several reasons. Already more than 30 institutions are sending students abroad on more than 50 courses, and the number continues to rise. Placing the students in European universities etc. presents a constant organisational problem, which most institutions prefer not to pass on to the students, yet many of the institutions concerned are rivals rather than colleagues. A national clearing house could do much to lessen this problem. The polytechnics are moving toward such co-operation via their Standing Conference of Heads of Modern Languages; universities might follow suit, possibly through the Committee of Vice-Chancellors and with the good offices of the Central Bureau for Educational Visits and Exchanges, already doing valuable work in this field.
iii. Rationalisation of visits	Even in our incomplete coverage of the field we have listed no less than 24 institutions whose students are visited while abroad, sometimes more than once. Although such visits are sometimes carried out by tutors on sabbatical leave in the country, or are combined with research visits etc., they still represent a considerable financial and organisational problem, which could be lessened by co-operation between institutions.

2.1 The placement of students in the USSR presents a special problem. Despite laboriously won agreements with certain Soviet educational and other establishments on the basis of personal-*cum*-official contacts (Universities of Bradford and Sussex), or town twinning (Lanchester Polytechnic etc.); enrolment of students in summer courses (University of Surrey, Ealing Technical College etc.); various *ad hoc* arrangements, and enlightened tolerance by CNAA in the precise implementation of its rulings, no less than 16 institutions replied to our questionnaire by stating that they had been unable to make satisfactory arrangements for placing their students of Russian in the USSR for their residence abroad. If it is remembered that at several of these institutions there is more than one course involving the teaching of Russian (e.g. at Ealing Technical College there are two such courses: Applied language studies / Modern European studies; and at the University of Bradford: Modern languages / European studies), it can be seen that the total effect on the teaching of Russian at higher educational establishments in Great Britain today on any but the most conventional 'language and literature' courses is most severe. In the latter courses, too, there is now a strong tendency to advise students to spend an intercalated period abroad (we have here been dealing only with courses in which such a period is obligatory), and this adds to the problem and highlights the disadvantage under which Russian now finds itself as opposed to the other major European languages. There can be little doubt, therefore, that the further spread of the teaching of Russian (if not, indeed, simple maintenance of its present hard-won position) is inhibited by the absence of adequate provision for study-residence in the USSR.

2.2 Some indication of the size of the problem at this date may be given by the following figures, extracted from replies to our questionnaire:

(See Table 3 on next page)

Table 3

PLACEMENT OF STUDENTS IN THE USSR

Institution and/or Course	No. of students annually	Minimum acceptable period in USSR
University of Aston	up to 5	3 months
Bradford	up to 25	6
Lancaster	10 – 15	6
Salford	10 – 20	6
Surrey	20+	3
Sussex	10 – 15	6
Strathclyde	up to 5	2
Ulster	10 – 15	3
Liverpool Polytechnic	up to 5	6
Wolverhampton	10 – 15	6
Newcastle-upon-Tyne	10 – 15	6
South Bank	5 – 10	3
Central London	5 – 10	6
Leeds	5 – 10	6
Portsmouth	20+	3
Ealing Technical College:		
Applied Lang. studies	10 – 15	6
Modern Eur. studies	15 – 20	3
	140 – 190+	average 5 months

In other words, there is an immediate need for a minimum of 700 man-months in the USSR, rising possibly to 950.

SPECIMEN QUESTIONNAIRE

University of Sussex: Centre for Educational Technology

Survey of curricula and performance in modern languages

Obligatory residence abroad

Institution:

Course title:

1. *Role of residence abroad* Is residence abroad a compulsory part of the course?	YES/NO
May exemptions be made? If *yes*, at whose discretion?	YES/NO
Give an example of a valid reason for exemption:	
If *no*, are students encouraged to go abroad during their course?	YES/NO
2. *Duration of residence abroad* What is the minimum required period of residence abroad?	½ academic year/ 2 × ½ academic year/ academic year/ one month vacation course/ other (please specify)
3. *Place of residence abroad* Where is the period abroad normally spent?	i. country: ii. institution:
4. *Timing of residence abroad* When do the students normally go abroad?	between years 1 and 2/ between years 2 and 3/ other times (please specify)
5. *Purpose of residence abroad* Is the primary purpose to improve the student's command of language? If *no*, what is it? (*please read Q.6 before replying*)	YES/NO
6. *Occupation while abroad* When the student is abroad, is he required to:	
(a) follow a course of language?	YES/NO/MAYBE
(b) follow a non-language course?	YES/NO/MAYBE
(c) follow regular employment?	YES/NO/MAYBE
(d) complete 1 project/2 projects?	YES/NO
(e) write a dissertation?	YES/NO
(f) collect material for work subsequently completed at home?	YES/NO
(g) other (please specify)	
For (d) – (g), when is the work submitted?	
What is the stipulated length?	
In what language?	
What stipulations are made concerning the topic(s)?	
When and with whom is this decided?	

continued on next page

7 *Assessment of work done abroad*	
Does the dissertation/project count toward final assessment?	YES/NO
If *yes*, what is the relative weighting of language and content?	
By whom is the work assessed?	
Is it made the subject of an FL oral examination?	YES/NO/MAYBE
or a *viva voce* in English?	YES/NO/MAYBE
What percentage of the final mark does it represent?	......%
8. *Organisation and control*	
Who arranges the residence abroad?	university etc./ student/ sponsoring body/ other
Is the student visited while abroad?	YES/NO/SOMETIMES
If *yes*, by whom?	
How often?	
9. *Policy and decision making*	
By whom and on what grounds were the decisions listed above made?	
10. *Additional information*	
Please add any relevant data not elicited above and suggest ways in which this questionnaire might be improved.	
Placements of students of Russian in USSR	
Have you made satisfactory arrangements for placing your students of Russian in the USSR for their residence abroad?	YES/NO
If *no*,	
1. Provided that satisfactory courses were made available in USSR, how many students would you wish to send annually?	up to 5 5 – 10 10 – 15 15 – 20 over 20
2. What would be the minimum acceptable length of residence in USSR?	3 / 6 / 9 months
3. In the absence of such courses, would you in principle be interested in enrolling your students for an intensive course with students from other institutions with similar problems?	YES/NO In UK? In another Slav country?
(It is assumed that such a course would culminate in a study trip of perhaps one month to USSR.)	
4. Would you wish to be represented on a sub-committee of ATR to study such a possibility?	YES/NO
If yes, please supply details of your nominee:	

A. UNIVERSITIES

ENGLAND

I. University of Aston in Birmingham

1. BSc Combined Honours

   A one month vacation course must be spent in the country concerned between years 1 and 2. Exemptions may be made by the Head of Department. While abroad the student may follow a course (either language or non-language) or he may take regular employment. No written work is required to be done. Residence abroad is organised by the university and the student and he may be visited once by his tutor. Policies and decisions are made by the Head of Department. There is an optional year for students who wish it.

2. BSc Communication science and linguistics

   Residence abroad is not compulsory but it is recommended that those taking an option in German should go for one year between years 2 and 3. The student may either follow a course or take employment. He may write a dissertation on his return to university (nothing specific is stipulated except that it should be in German if related to German teaching and 'relevant' to German studies or linguistics). The dissertation may be taken into account in the final assessment. The student may be visited once by German staff while abroad.

II. University of Bath

3. BA European studies

   Residence abroad at a university is compulsory for one academic year between years 2 and 3 in the country of the 'major' language, i.e. France or Germany (at present). No exemptions may be made. While abroad the student is required to follow a non-language course. He must write a dissertation (to be submitted at the beginning of the academic year following the year abroad) of about 10,000 words in the language concerned on some aspect of the country concerned; not on literature. The weighting of language to content is 25/75%. The work does count towards the final assessment and is examined both internally and by an external examiner. It is made the subject of an FL oral examination. Residence abroad is organised by the student in conjunction with staff and he is visited once during the academic year. Policy and decisions are made by staff of the Department.

III. University of Bradford

4. BA Modern languages

   Residence abroad is compulsory for 2 × ½ academic year in Germany, Spain, France, Czechoslovakia or the USSR, i.e. ½ academic year for each language. No exemptions may be made. The student's time is normally spent in industrial or commercial firms, or international organisations – less frequently in universities – from mid-second year to mid-third year. He is required to collect material for a dissertation subsequently completed at home; it should be a minimum of 8,000 words in the language concerned and must be either linguistic or related to specified non-linguistic studies, i.e. politics/economics/sociology. The topic is decided on the basis of the student's interests by January of the second year with the tutor assigned by the Dissertations Committee. The weighting of language to content is 20/80% and the work is assessed by the supervising tutor plus one other member of staff, moderated by the external examiner. The student is visited once in each country by a member of staff. Policies and decisions are made by (a) Meeting of School Studies; (b) Chairman of School; (c) Placement Tutor.

5. BA European studies

   Residence abroad is compulsory (2 × ½ academic year for those opting for Eastern Europe, and 1 academic year for those opting for Western Europe) in the country of the language concerned between years 2 and 3. The primary object is to improve the student's command of the language, but it is also important to continue his studies in his social science 'major'. The time is usually spent at a university. Students (Western Europe only) are required to write a dissertation of about 10,000 words (the language is not yet decided) on virtually any topic which is agreed between the student and his Dissertation Tutor any time before the year abroad. The work does count towards the final assessment and the relative weighting of language to content is 20/80%. The work is assessed by the Dissertation Tutor, one other member of staff and the external examiner. The student is visited at least once while abroad. Policies and decisions are made by the Academic Planning Committee of the University, then the Board of Studies in Social Sciences (i.e. Faculty), then the Senate.

IV. University of Kent at Canterbury

6. BA French

   Residence abroad is compulsory (for students reading French as sole or major component of final degree) for one academic year in France, Switzerland or Belgium between years 2 and 3. Students reading French as the minor component of a joint final degree must spend eight weeks on a vacation course during the final long vacation or as a foreign assistant. The time is spent either at a university or some other institution approved by the French Department, or as assistants. Exemptions may be made if French is the native language, if the required time has already been spent in France or on medical grounds. The student must submit three essays while abroad (normally one essay per term) of any length and on any topic. French is preferred but not prescribed. The topic is decided with the French Tutor either before or during the year abroad. The work is assessed by the French Tutor but it does not count in the final assessment. Residence abroad is organised by the student, advised by the French Tutor. He is not visited abroad. Policies and decisions are made by the French Board of Studies, approved by the University Senate.

7. BA Italian

Residence is compulsory at the University of Florence for one academic year between years 2 and 3 – ten weeks in the case of students reading Italian as the minor component of a joint final degree. Exemptions may be made by the Board of the Faculty of Humanities in the case of mature students, married with children, or a student who normally lives in Italy. The student is required to write a dissertation of about 7,000 words in English on a topic chosen from about 20, all concerned with medieval or Renaissance authors. The work is submitted at the beginning of the Michaelmas term following the year abroad, and represents about 12% of the final mark. The student organises his own residence abroad and he is not often visited. Policies and decisions are made by the Faculty Board or by the Italian Board of Studies.

8. BA German

Residence abroad is compulsory at a German university or as a foreign assistant for one academic year between years 2 and 3 – eight weeks in the case of students reading German as the minor component of a joint final degree. Exemptions may be made if, for example, the student has already spent a considerable time in Germany. The student is required to complete three essays to be submitted in the course of the year abroad, each essay to be about 3,000 words long chosen from a number of topics. (Students who take a teaching post are not required to submit written work.) The work does not count towards the final assessment and is marked by members of the German staff. The student arranges his own visit abroad and a member of the German staff goes and visits him once. Policies and decisions are made by agreement between the Boards of Study in French, German and Italian.

V. University of Lancaster

9. BA French studies (majors and combined majors)

Residence in France is compulsory for a minimum of one academic year between years 2 and 3, this time usually being spent as an English language assistant in a French secondary institution. Exemptions may be made either on medical grounds or if the student has already spent some time in France, at the discretion of the Head of Department followed by the approval of Board D (Arts Faculty) and the Senate of the University. While in France the student can follow any suitable course at a university in the vicinity. He is required to write two essays of about 2000 words each – usually one in French and one in English – one to be submitted at the end of the Lent term and the other at the beginning of the summer term. The student chooses two subjects out of four which are set by a joint meeting of all staff and are given to the student in the summer term of his second year. The relative weighting of language to content is 50/50% in the case of the French essay. The work is assessed by the tutor who set that particular topic and it represents roughly 0·03% of the final mark. Residence abroad is organised by the University and the Central Bureau for Educational Visits and Exchanges. Policies and decisions are made by the Department at a meeting of all teaching staff and student representatives.

10. BA Russian and Soviet studies/Russian and French studies/Russian and linguistics/Russian and history/Russian and politics

Residence in the USSR is compulsory between years 2 and 3 for a month's vacation course. Exemptions may be made at the discretion of the Department of Russian and Soviet Studies if, for example, the student has difficulty in obtaining a visa. While in the USSR the student follows a language course; no written work is required on his return home. Residence abroad is organised by the University and the student is not visited while in the USSR. Policies and decisions are made by the Department of Russian and Soviet Studies in conclave.

VI. Loughborough University of Technology

11. BA Languages, politics and economics of modern Europe

Residence in France or Germany is compulsory for 15 weeks of the three-year course; no exemptions may be made. Students usually take employment, or possibly a course. No written work is required to be done on their return to University. The student organises his own residence abroad and is not visited during his stay. Policies and decisions are made by the working party which devised the degree.

VII. University of Salford

12. BA Modern languages

Residence in the country of the languages concerned is compulsory between years 2 and 3 for 2 × ½ academic year. The student may follow either a language or a non-language course and he is required to write a dissertation to be submitted at the beginning of the final year in either English or the language concerned (no stipulated length). The work counts towards the final assessment; the marking is positive for content and negative for language (English and the other language penalised alike). The work is assessed by two section staff and the Chairman of Department. The student is visited once by section staff while abroad. Policies and decisions are made by the Department Staff and the Chairman.

VIII. University of Surrey

13. BA Linguistic and regional studies (German)

Residence abroad is compulsory for a total of one calendar year. This is made up of two periods of six months, one in the second year from mid-April to the end of September, and one in the third year covering the same period. In each of the second and third years the period from mid-April to mid-July is spent in residence at a university while the period from mid-July to the end of September is spent in employment found for the student by the Department of Linguistic and Regional Studies. In the second year, three months of the six-month period is spent in a German speaking country and the other three months in the country of the student's subsidiary language (either in France or Sweden). In the third year the whole six-month period is spent in a German speaking country. Exemptions may be made if, for example, a student is married with children. The primary purpose is to improve the student's command of the language, particularly terminologies involved in various kinds of employment, 'cultural immersion' and experience of business, industry and contact with their values. The student is required to complete one project (minimum 5,000 words) while abroad and also to submit a dissertation (minimum 10,000 words) in June of his final year, both to be completed in German. The topics are decided with a member of staff within whose field of competence the suggested topic falls, and may be related to any aspect of the course. The project does not count in the final assessment, but the dissertation does and counts for approximately 20% of the final mark. The weighting of language to content is usually about 40/60%. The work is assessed by one internal and one external examiner and is made the subject of an oral examination. Residence abroad is organised by the student and he is visited by the project/dissertation supervisor or by the industrial tutor, sometimes both. Policies and decisions are made by the Course Board of Studies.

14. BA Linguistic and regional studies (Russian)

Residence in the USSR (Moscow, Leningrad or Krasnodar) is compulsory during the summer term and vacation of year 2 and the summer term and vacation of year 3. Exemptions may be made on medical grounds. The student is required to follow a language course while abroad and on his return must write a dissertation of about 10,000 words in Russian on a topic agreed in consultation with the staff. The work is assessed by internal and external examiners and does count towards the final assessment (either 300 out of 1,600 or 300 out of 1,400). Residence abroad is organised by the University and two members of staff supervise students during the whole of their stay.

IX. University of Sussex

15. BA French literature/French studies (and French 'minors')

Residence for one academic year in France is compulsory between years 2 and 3, the time usually being spent as an assistant in a secondary school. Exemptions may be made for medical reasons at the discretion of the Dean of the School of European Studies. Language improvement is important, but not more so than general reading, preparation and writing of the dissertation. Personal maturation is also a result – and to some extent an aim. The dissertation should be in French and about 10,000 words long and should be submitted the following October. The exact topic is decided by the individual tutor, ratified by the Chairman of the French Subject Group, and is on a literary rather than a social or historical subject. The work is assessed by two members of French Faculty, i.e. double reading, and counts for about 1/12th of the final mark. Residence abroad is controlled and organised by a sponsoring body and the student is not visited while abroad. Policies and decisions are made by the French Subject Group and the Secretary administering Overseas Relationships, but initial policy is agreed at University level. 'Minors' may write their dissertation in English.

16. BA German (and German 'minors')

Residence abroad at a German university is compulsory between years 2 and 3 for one academic year. Exemptions may be made in the case of married students, family commitments, etc. The student is required to write a dissertation in German of about 10,000 words to be submitted at the beginning of his final year, on a cultural topic which is decided with the tutor in question. The work is assessed by internal and external examiners and does count towards the final assessment. The weighting of language to content is approximately 60/40%. The student organises his own residence abroad and may be visited by a member of the Department. Policies and decisions are in line with the general policy of the School of European Studies. For 'minors' the dissertation may be written in English.

17. BA Italian (and Italian 'minors')

Residence in Italy is compulsory at a university or higher institution of comparable standing for one academic year during the third year. Exemptions may be made at the Dean's discretion under the advice of the tutor if, for example, the student has already spent a year in the country, for family reasons, or if the student is bilingual. The primary purpose of residence abroad is to expose the student to a different educational system/culture/social environment thereby furthering his/her academic maturity. The student is required to follow a course (language or non-language) and must write a dissertation to be submitted at the beginning of the fourth year in Italian, the topic having been agreed by the student and tutor/supervisor. The relative weighting of language to content is about 50/50. The work is assessed by the agreed supervisor and may be made the subject of an oral examination. The student is not visited while abroad. Policies and decisions are made by the School of European Studies.

18. BA Russian studies (and Russian 'minors')

Residence in the country of the language studied is compulsory for one academic year between years 2 and 3. Exemptions may be made at the discretion of the Dean of the School for, for example, an *emigré* who is *persona non grata* in the country whose language is being studied. The time is spent in an educational establishment or some other approved centre and the student is required to write a dissertation of 8,000 to 12,000 words (majors in the foreign language, but minors in English) to be submitted on the first day of the subsequent term. The topic is decided with the personal tutor during the preceding term and is assessed by internal and external examiners. The work counts for about 10% of the final marking. Residence abroad is controlled and organised by the University and the student is sometimes visited by a tutor appointed by the School. Students electing to follow stream 'C' (Soviet and East European studies) may spend their year abroad in the country of their second Slavonic language. They will write their dissertation in English but append a 2,000-word summary in Russian.

X. University of Warwick

19. BA German studies

Since 1972 residence abroad at a university in Germany or Austria is compulsory for one academic year between years 2 and 3. Exemptions may be made at the discretion of the Chairman of the Department acting on advice from colleagues. The details of occupations abroad, whether any written work will be done, etc. have not yet been decided upon. Probably nobody will visit the students while abroad. Policies and decisions are made by the Chairman of the Department and the tutors.

XI. University of York

20. Language (Main or single subject)

Residence abroad in France, Germany or Spain is compulsory between years 1 and 2 for one academic year (for administrative reasons, a year teaching at an Immigrant Centre in England for those taking English as an Advanced language counts as 'abroad'). Exemptions may be made in the case of a mature student with experience of living in the country in question or with good oral proficiency. The time is usually spent at a university. The student may be required to write a dissertation or to complete a project, or several projects, more than half the short projects and all long projects to be on linguistics – theoretical or applied. The length of the project depends on the country of stay. Short projects are set by the course organiser before the student goes abroad and a long project by individual arrangement while abroad. The work is assessed by the course lecturer and is available for the external examiner. The work does count in the final assessment, but it is impossible to say by what percentage. Policies and decisions are made by the Board of Studies in consultation with the course organisers for each country/language. A tutor is appointed at each university in use each year to see students at least once a month and to look after academic and pastoral matters.

SCOTLAND

XII. Heriot-Watt University

21. BA Languages (Interpreting and translating)

Residence abroad is compulsory between years 2 and 3 for one academic year (plus three months employment) in two countries where the language taught is spoken, this time being spent in interpreters' colleges. The student is required to write two dissertations of 4,000 words each in the language concerned to be submitted at the end of the third year. He chooses his own topics during the second year but they have to be approved by the Department. The work counts towards the final assessment and the relative weighting of language to content is 30/70%. The work is assessed by staff and external examiners. Residence abroad is organised by the University and the student is visited once in each of the two countries. Policies and decisions are made by the Department.

XIII. University of Strathclyde

22. BA (Hons.) French/German/Spanish

Residence abroad is compulsory for one academic year between years 3 and 4 in the country of the language concerned, usually with a vacation period in the 'other' country if two languages are studied. Exemptions may be made if, for example, a student has already fulfilled the equivalent of one year abroad. The Head of Department recommends any exemptions to the Board of Study. The student is required to write a dissertation of about 10,000 words in the language of the country visited, which is submitted on his return. The topic is chosen by the student in consultation with staff. The dissertation is extremely important and the external examiner is almost certain to discuss it with the student when conducting finals orals. Normally students go abroad as assistants in schools, or get scholarships from cultural agencies. A few may be assisted by SED and then go as full-time students. Policies and decisions are made by the University/Department. Details of assessment are confidential.

23. BA French/German/Spanish

Residence abroad is compulsory (if a language is taken as the principal subject) for about two months, usually on a vacation course, between years 2 and 3. Exemptions may be made only in the case of native speakers. No written work is required from students taking a Pass degree, and the student is not visited abroad.

NORTHERN IRELAND

XIV. New University of Ulster

24. BA Soviet studies

Residence, usually in the USSR, is compulsory between years 1 and 2 for a vacation course of about one month. Exemptions may be made, e.g. Czech *émigrés*. Students are sometimes visited by tutors – about one course out of four. Those taking East European studies have to take Polish or Serbo-Croat, but it is not yet compulsory for them to go to Poland or Yugoslavia.

B. POLYTECHNICS etc. (CNAA degrees)

XV. Polytechnic of Central London

25. BA Modern languages

Residence abroad is compulsory for 2 × ½ academic year between years 2 and 3 in the country of the language concerned, the time being spent in a university or comparable institution. The primary purpose is to improve the student's command of the language but also to be able to work on his dissertation using local sources and to familiarise himself with the foreign cultures. The student is required to write a dissertation of about 8,000 words, in one of the two foreign languages, to be submitted on his return. He may choose his own topic, provided it is not esoteric and this is decided in his second year with his tutor and the external examiner's approval. The work is assessed by both internal and external examiners and counts for about 15% of the final mark. The student is visited once by his tutor while abroad. Policies and decisions are made chiefly by the CNAA Languages Board.

XVI. Leeds Polytechnic

26. BA Modern language studies

Residence abroad is compulsory for 2 × ½ academic year in France, Germany, Switzerland, or Bulgaria during the first six months of the second year and the first six months of the third year, the time being spent in universities and business schools. The primary purpose is to improve the student's command of the language, but where institutions abroad offer courses similar to their own they use them as reinforcement. The student is required to write a dissertation of about 5,000 words in French or German (main language) to be submitted at the end of the second period abroad. Provided there is a member of staff competent to assess the final result, almost any topic is acceptable. A tutor is appointed to approve dissertation titles; this is done in consultation with members of staff whose specialisations are involved. The dissertation counts towards the final assessment and the relative weighting of language to content is 25/75%. The work is assessed by the member of staff whose specialisation is involved. While abroad the student is visited once by the lecturer responsible for overseas placements in that area. Policies and decisions are made either by the Course Committee for the BA or the Overseas Placement Committee, depending on whether the problem is academic or administrative.

XVII. Portsmouth Polytechnic

27. BA German and history

Residence in a German university is compulsory for one academic year between years 1 and 2. The student is required to write a dissertation in German of 8,000 to 15,000 words to be submitted on the 31st January of the year following the term abroad. The topic must be relevant to the student's other studies and must be agreed during the summer term of the second year in consultation with subject tutors. The work is assessed by two internal examiners subject to the approval of the external examiner, and counts for about 7·7% of the final mark (one 'paper' out of thirteen over two years). The student is visited three times while abroad. Policies and decisions are made by the German staff committee for matters concerning German, and the Board of Studies for matters concerning the overall administration of the course.

28. BA Russian and Soviet studies

Residence in the USSR to attend a summer language course is compulsory for two months (one after second and one after third year). The student is required to write a dissertation in Russian of about 6,000 words to be submitted in the second term of the fourth year. The topic must be related to the special subject and is decided on in the second term of the third year with the lecturer within whose field the project is chosen. The work is assessed by the specialist in the field and the language teacher and counts for about 10% of the final mark. The weighting of language to content is about 50/50%. A lecturer accompanies the group to the USSR. Policies and decisions are made by the Polytechnic and the CNAA.

29. BA French studies

Residence in France, Belgium or Switzerland is compulsory for the whole of the third year. The time is usually spent in a university or institute of technology. The student is required to write a dissertation of 5,000–8,000 words in French to be submitted one month before the start of the final examination. The topic is decided with individual tutors and must be on something connected with the course and should indicate the direction of specialisation intended in the fourth year. The work is assessed by two internal assessors and the external examiner, if the latter wishes, and counts for about 16% of the final mark. The student is visited twice during the year by various members of the French staff. Policies and decisions are made by the Board of Studies responsible for the course (consisting of all those who are engaged in teaching it) subject to ratification by the Faculty Board and Academic Council of the Polytechnic and ultimately the CNAA.

30. BA Spanish

Residence abroad is compulsory for one academic year in Spain during the second year of the four-year course at the University of Madrid, Salamanca or Granada. The student is required to write a dissertation of 10–12,000 words in English or Spanish on the language, literature or history of Spain, the topic being decided by the student in consultation with his tutor. The work counts for about 15% of the final mark and is assessed by both internal and external examiners. The student is visited twice annually by a member of the Spanish staff. Policies and decisions are made by the Board of Studies for the course.

31. BA Latin American studies

Residence abroad is compulsory for one academic year at a university in Mexico. The student is required to complete a dissertation of 10–12,000 words in English or Spanish. The topic may be taken from the language, history, economics, geography, literature or sociology of Latin America, and is decided by the student with his tutor before leaving. The work is assessed by internal and external examiners and counts for about 20% of the final mark. The student is visited once while abroad by a member of the staff of the Department. Policies and decisions are made by the Board of Studies for the course.

XVIII. Polytechnic of North London

32. BA French/German/Spanish (now in preparation)

Residence abroad is compulsory between years 2 and 3 for one academic year. Exemptions may be made by the Head of the Division for, for example, family reasons or in the case of a mature student who has already lived in the country concerned. (These arrangements have not yet been approved.) The student is required to write a dissertation of about 7,500 words in English to be submitted at the beginning of the second term of the final year. The topic must be approved by the course leader, and is assessed by at least two examiners, and counts for approximately 20% of the final mark. The student is visited once while abroad by his tutor. Policies and decisions are made by all the staff engaged in teaching the language in question.

XIX. City of London Polytechnic

33. BA (Business studies) Marketing

Students are encouraged to go to France, Switzerland or Belgium for three to five months either between years 2 and 3 or 3 and 4. The primary purpose of residence abroad is to give an opportunity to engage in a marketing project overseas. No written work is required. The student is visited once by the Senior Lecturer in the French Department. Policies and decisions are made by the Head of Department.

34. Secretarial/Linguist course

Residence abroad is compulsory at the universities of Geneva, Lausanne or Neuchâtel for French students and at the Dolmetscher Institut, Saarbrücken, for students of German during the first term of the second year. No written work is required to be done. The student is visited once by either the French or German tutor. Policies and decisions are made by Heads of Departments concerned based on recommendations made by the teaching staff who have visited universities etc. overseas.

XX. Kingston Polytechnic

35. BA Languages, economics and politics

Residence abroad is compulsory in a university in France, Germany or Spain for one academic year between years 2 and 3, where the student follows a non-language course. He is required to write a dissertation of about 5,000 words in the language concerned to be submitted at Christmas following his return. The topic is decided with the tutor and is usually in the field of social sciences. The weighting of language to content is 15/85% and the work counts for approximately 10% of the final mark. The work is assessed by specialist tutors and external examiners. The student is visited at least twice a year by the college tutor.

36. BA German and chemistry

Residence in Germany is compulsory for 2×½ academic year at Hanover Technical University between years 1 and 2 and at B.P. Training Centre between years 2 and 3. The student is required to write a dissertation of 4–5,000 words in German to be submitted three months after his return. The topic must be in the field of technology and is decided with the subject tutor. The weighting of language to content is about 20/80% and the work counts for about 10% of the final mark. It is assessed by the specialist tutor and an external examiner. The student is visited at least twice by his tutor. Policies and decisions are made by the Course Committee.

XXI. Cambridgeshire College of Arts and Technology

37. BA Applied modern languages

Residence abroad is compulsory for 2 × ½ academic year (first 6 months: Italy or Spain, second 6 months: France or Germany) in a university. The student is required to write a dissertation of 2–3,000 words for each country visited, the work to be submitted at the end of his visit. The topic must be related to the content of Part I (i.e. modern history and contemporary socio-political situation of the country) and is decided by the student with academic tutors in language and history before he leaves. The weighting of language to content is: language 100/150 (25 reserved for FL oral); content 50/150. The work is assessed by internal and external examiners, and represents about 25% of the final mark. (25% of each language; 15% of total marks awarded for all parts of finals + continuous assessment.) The student is visited once during his stay in each country by a member of the academic staff of the language and history area concerned. Policies and decisions are made by the Course Board.

XXII. Newcastle-upon-Tyne Polytechnic

38. BA Applied modern languages

Residence abroad is compulsory for 2 × ½ academic year in France, Germany or Spain (Bulgaria is still being negotiated) in institutes of technology/universities. During the second year (September to February) the second language is studied and the first language is studied in the third year (February to July). The student is required to write a dissertation of 6,000 words in French or German to be submitted on the 31st January of the fourth (final) year. The topic must be related to the economy/political structure/society of the country concerned and is decided with the tutor concerned at the beginning of the third year. Relative weighting of language to content is 40/60% and the work counts for 10% of the final mark, the work being assessed by two internal examiners and one external assessor. The student is visited once by the subject leader or his nominee. Policies and decisions are made by the course leader and subject leaders when presenting the course for CNAA approval.

XXIII. Manchester Polytechnic

39. BA General arts (with Honours options)

Residence in France is compulsory for a three-month vacation course between years 2 and 3 in a university. No written work is required to be completed. A senior member of staff visits the student once during his stay. Policies and decisions are made by the Language Department in consultation with the CNAA.

XXIV. Hatfield Polytechnic

40. BSc Industrial engineering

Residence abroad is compulsory in France, Germany, Holland, Sweden or Switzerland for three months between the third and fourth years of the four-year sandwich course, the time to be spent in a manufacturing company. Exemptions may be made by the Head of Department advised by senior tutors for, for example, family reasons. The primary purpose is to improve the student's command of the language, but also important is to add to his industrial experience in the UK and to make comparisons between these experiences. The student is required to write a project report of about 13,000 words in English to be submitted during the final year of the course. The topic should relate to the profession of industrial engineering, i.e. have a management content, and is decided during the third year in consultation with the student and industry. The student's experience and pattern of training must accord with a general programme which is a condition of the degree award. 600 marks out of 2,700 are allocated to the project report and it represents about 22% of the final mark. The work is assessed by course tutors. The student is visited once during his three-month stay by staff of the Department. Policies and decisions are made by the Board of Studies in Industrial Engineering approved by the Academic Board of the Polytechnic and the CNAA.

XXV. Hendon College of Technology (Middlesex Polytechnic designate)

41. BA Honours English studies (with French or German language and literature)

Residence in France or Germany for a one- or two-month vacation course, or a job, is compulsory between years 1 and 2. No written work is required to be done. The student is not visited while abroad.

XXVI. Ealing Technical College

42. BA Modern European studies

Residence abroad is compulsory between years 2 and 3 for a minimum of three to four months during the summer vacation. Exemptions may be made. The first intake of students on this course does not go abroad until 1973 so as yet no arrangements have been made with institutions. Countries visited are Germany, France or the USSR. Candidates for the basic degree may either follow a course or take employment. Candidates for the honours degree are required to complete one project not to exceed 10,000 words in English to be submitted in the spring term of the final (third) year. The topic is chosen during the first term of Part II (2nd year) of the honours course by staff and the student. The work is assessed by an external examiner and the Board of Examiners and counts for 13% of the final mark. The dissertation is equivalent to a single subject in the final honours degree examinations. Decisions and policies are made by the Ealing Course Planning Committee and Academic Board.

43. BA Applied language studies

Residence in France, Mexico, Germany, Spain or the USSR (short tour) is compulsory for the whole of the third year; this time usually being spent in universities or translating/interpreting institutes. No exemptions may be made. The student is required to write a dissertation (maximum 10,000 words) in the language concerned, to be submitted in the spring term of the fourth year. The topic is chosen in the area of special studies option with the option tutor. The work is assessed by the Language Division moderated by external examiners and there is an oral examination on the topic concerned which counts for 10% of the final mark – the written work counts also for 10% of the final mark. The student is visited by the appropriate tutor once in each country. Policies and decisions are made by the Course Committee.

XXVII. Polytechnic of the South Bank

44. BA Modern languages

Residence in France or Germany is compulsory for one academic year between years 2 and 3 (six months in each country) either in a university or in employment. No exemptions may be made. The aim is to improve the student's command of the language and to enable him to study the politics/background of the country. The student is required to complete two projects of 5,000 words each in the language concerned (or one may be in English) on politics or economics. The topic is decided with tutors in the second year and submitted during the stay abroad. The student is visited at least once by the course tutor. Policies and decisions are made by the Course Board.

XXVIII. Wolverhampton Polytechnic

45. BA Arts (French/German)

Residence abroad is compulsory for a three-month vacation course between years 2 and 3 in France or Germany. Material is collected while abroad for seminar papers presented during the final year (relating to contemporary studies). This work does not count in the final assessment. The student is visited once by course tutors during his stay. Policies and decisions are made by the Course Steering Committee in conjunction with the CNAA panel.

46. BA Modern languages

Residence abroad is compulsory for 2×½ academic year in France, Germany, Spain or the USSR between years 2 and 3. The time abroad may be spent in a work placing or on a university course. The student is required to write a dissertation of 8–10,000 words to be submitted on November 1st of year 4, this to be in English plus a summary in the foreign language (1,500 words). As an alternative to the dissertation the student may write two extended essays of 4–5,000 words. The topic is decided in year 2 in consultation with a tutor and should be relevant to the main areas of study in the course and approved by the Examinations Committee. The relative weighting of language to content is 2/7 (ordinary) and 2/9 (honours). The work counts for about 20% of the final mark and is assessed by two internal examiners (a language specialist and a European studies specialist) and one external examiner (samples). The student is visited by one of the language staff once in each country. Policies and decisions are made by the Course Steering Committee in light of previous experience of organising residence abroad on other courses.

47. Diploma in Languages & secretarial work (2 years)

Residence abroad is compulsory for three months during the third term of the first year in France, Belgium, Switzerland, Germany, Austria, Liechtenstein or Spain. Students either follow a course or take regular employment. They are required to hand in a project of 2,500–3,500 words in the language concerned one month after the new term starts, and the topic concerning institutions or business background of the relevant country is chosen one month before departure by the student with guidance from the tutor. The project does not count towards the final assessment, but must be completed properly. The student is visited once while abroad by one of the language staff.

XXIX. Liverpool Polytechnic

48. BA European studies

Residence abroad is compulsory for 2×6 months during the third year in France, Germany, Spain or the USSR, the time being spent in a university (except in the case of the USSR). The student is required to complete one or two projects of 5–6,000 words in the language concerned. The topic is chosen by the subject leader and staff and is usually on a literary topic or the life and institutions of the country. The work is assessed by internal and external examiners. The student is visited once by a member of staff. Policies and decisions are made by the Board of Studies.

49. BA Applied languages

Residence abroad is compulsory for 2×6 months (including summer vacations) in France, Germany, Spain or the USSR. Language A is studied from April to September of the 2nd year, and language B from April to September of the 3rd year. The student is required to write a dissertation on his return in September of about 8,000 words in the language concerned, the topic being chosen from a list drawn up by the subject leaders. The work is assessed by the staff and an external examiner, and does count towards the final assessment. The student is visited while abroad.

XXX. Lanchester Polytechnic

50. BA Modern languages

Residence abroad is compulsory for 2 × 6 months in two of France, Germany, Spain and the USSR, depending on the student's main languages. The periods are spent at university, a teacher training college, an interpreters' school or in approved employment. The student collects material for two projects of 5–8,000 words, written in English, usually after return to the UK and submitted during the following term. The work is assessed by two tutors and counts for 17½% of the final mark. The student is visited at least once in each country of residence.

APPENDIX II

LANGUAGE APTITUDE TESTS

The notion that special aptitudes for language learning can be isolated and tested is far from new. In the United States, particularly, psychologists have been concerned with techniques for doing so for some decades. These received special impetus during the war years when there was a need swiftly to select and train Service linguists by intensive courses.[1] There was, until recently, less interest in their application to school children than to adult learners.

During recent years, work in Britain has been reported on the use of aptitude tests for predicting the success of students in vocational courses in universities and further education[2], of children in school[3], and as a means of studying the relationship between aptitude and proficiency in foreign language learning.[4] In these studies, established American tests have been used in conjunction with other material, specially devised for experimental purposes in Britain.

In Britain, it has long been believed that special aptitude (such as a 'good ear for languages') was conducive to success. However, when the criterion for success was subsequent performance in conventional school examinations, general academic ability – with an emphasis on verbal intelligence – was usually assumed to be the best predictor. This may well have influenced views about the relative difficulty of different languages for pupils of varying ability. As late as 1956[5], it was suggested that in grammar schools German was suitable for children of high ability, Spanish for the 'normally intelligent' (or even the 'C' pupil), while Russian should be reserved for older pupils of proved ability and staying power. (Despite its peculiar problems, French was agreed to be the best choice for the majority.) In making such judgments, views about the appropriate cultural or literary content of different languages played no small part. Given such assumptions, the methods of teaching different languages may well have been influenced by teachers' expectations of the intellectual calibre of their pupils – thus reinforcing the original distinction.

During the last decade a number of factors may have tended to change such views. The priority accorded to the spoken language, the influence of 'behaviourist' learning theories and the use of technical aids such as language laboratories on the one hand – coupled with a reduced emphasis on literary objectives and a progressive distrust of selection as an educational principle on the other—have not only encouraged the aim of 'a modern language for all', but have made it much more possible to see some common teaching objectives in different languages. If there is more uniformity of aims (in terms of the skills to be acquired), then there appears more likelihood of scientifically measuring general aptitude for learning any language. As yet there are, however, no published British language aptitude tests.

This brings us back to the usefulness of American aptitude tests originally developed to predict the ability of well-motivated adults to tackle a new language.[6] The original MLAT, and its lower level version EMLAT, concentrated on measuring

(a) 'Phonetic coding – or the ability to "code" auditory phonetic material in such a way that this material can be recognised, identified and remembered over something longer than a few seconds.'

(b) 'Grammatical sensitivity . . . this implies that the individual is sensitive to the functions of words in a variety of contexts.'

(c) Rote memory for foreign language materials.

(d) Inductive language learning ability.

It should be noted that the EMLAT has shown a high level of validity as a predictor for younger students in American schools, using their subsequent performance in language courses there as a criterion. Notably the battery does not include any measure of verbal knowledge of the mother tongue.

A rather different American aptitude battery[7], LAB, designed originally for use in schools rather than for adult learners, is based on assessments of

(a) Previous performance in English, social studies, mathematics and science – i.e. general educational ability.

(b) Interest in learning a foreign language.

(c) Verbal ability – measured by vocabulary (in English) and language analysis (from a list of foreign expressions and their English equivalents, deducing how sentences may be formed in the foreign language).

(d) Auditory skill, measured by tests of sound discrimination and of the association of sounds with written symbols.

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[1] J. B. Carroll, 'The prediction of success in intensive foreign language training', *Training research and education*, ed. R. Glazier, 1962.

[2] Occasional Papers No.7, ed. P. T. Culhane, Language Centre, University of Essex, 1970.

[3] P. S. Green, 'A study of the effectiveness of the language laboratory in school', *IRAL*, vol. x/3, 1972, p.283. 'Predicting success in language learning', *THES*, 10.12.71.

[4] Alan Davies, 'Aptitude for and proficiency in French in the first year of the UK secondary school', *Applications of linguistics*, eds. G. E. Perren and J. L. M. Trim, 1971.

[5] See I.A.A.M. *The teaching of modern languages*, 1956, pp.24–38, and *Modern languages*, Ministry of Education pamphlet 29, 1956, pp.6–19.

[6] J. B. Carroll and S. M. Sapon, *Modern language aptitude test* (MLAT) – and its 'junior' version, *Modern language aptitude test – elementary* (EMLAT), Psychological Co-operation, New York, 1960–67.

[7] P. Pimsleur, *Language aptitude battery* (LAB), Harcourt Brace, New York, 1966–67.

The validity of the battery was assessed by reference to the subsequent performance of students in elementary French and Spanish courses.[8]

Some comparisons between the MLAT/EMLAT and the LAB can be made. Both tests aim to predict ability of students equally to learn a variety of languages, positing not only that the same factors underlie success in all these languages, but that the immediate teaching objectives in terms of skills are similar. (Whether this implies that all languages are equally 'easy' to learn is another matter.) However, they differ notably in the weight accorded to verbal intelligence and/or previous educational achievement – MLAT excluding it and LAB including it. This may well represent the difference between the aims of *adult* and *school* language teaching, between vocational training and school education, whatever agreement there may be about the nature of the skills to be learned. Most noticeably, none of the tests includes measures of oral or written production in the sense of the 'compositional skills' referred to in the main body of this report.

The overall value of any such tests must necessarily be related to particular objectives in language teaching. 'Aptitude for language learning' can make sense only when language learning aims are defined in terms of measurable behaviour, and tests can be made only if this behaviour is analysed. Searching tests of *proficiency* would help to make such analysis possible, but *attainment* tests by themselves cannot do so unless the syllabus defines precisely what is to be taught.[9] School examination syllabuses seldom do this, although vocational examination syllabuses for adults may do so. In the existing situation in Britain, particularly in schools where syllabuses are not well defined, the application of these existing aptitude tests could therefore be irrelevant and misleading, unless they are combined with other measures, and used then with reserve.

It seems clear that a number of external variables, some of which are very difficult to control, affect success. What is loosely called motivation can override other factors, and indeed compensate for apparent deficiencies in innate aptitude. Clearly, in appropriate circumstances the illiterate and unintelligent can learn a foreign language very well – although they do not do so in school. We are compelled to believe that teaching methods and techniques are important factors – although it is unlikely that we shall discover one alone which, like the philosopher's stone, will transmute all it touches.

The studies in Britain referred to earlier yield some information but cumulatively they counsel caution. 'It is a difficult task to measure aptitude and to isolate factors for an aptitude test. . . . It is also difficult to know how aptitude develops when it is exercised by the right sort of study. If it does develop, then surely it becomes more difficult to discern innate aptitude and to discriminate between the aptitudes of pupils of different environmental backgrounds.'[10] This indicates some difficulties discovered in applying the MLAT as it stands to British students.

Work by P.S. Green, on 80–90 British grammar school children, employed jointly: tests of verbal I.Q., LAB (vocabulary and language analysis subtests only), together with specially designed tests of sound discrimination, vocabulary retention and grammatical analysis. Measured against subsequent tests of performance in learning German, the best single predictor was the test of grammatical analysis, with the I.Q. test probably rating next best. Previous experience of learning a foreign language (French) predicted only weakly later performance in German[11].

Study of a much larger sample in which MLAT and LAB, together with other specially prepared material, was applied to about 1,800 children in secondary schools in Britain, indicated that 'in all cases, and at all ages we have studied, we have found it impossible to escape from the heavy influence of general intelligence or verbal reasoning. . . .' Furthermore, the problem of analysing language aptitude in relation to the assumed standards of proficiency required in British secondary schools suggested that 'so far there is no clear way of removing intelligence (as a factor), and then asking what else makes up language ability. I would go even further and say that in the first year there is probably nothing beyond intelligence.'[12] One might ask, if there is nothing beyond intelligence in the first year, then what about the second, third and fourth . . . ? Possibly only success in language learning in the first stages may generate the motivation, experience, and indeed a kind of 'learned aptitude' which can cumulatively help in later stages. Conversely, of course it may not – if pupils are thoroughly bored or frustrated by unsuitable teaching.

So far comparatively little work has been done to produce tests of specific aptitude for particular languages. There could be room for much experiment here, since such tests could be closely linked to the defined skills of particular materials to be learned. For practical purposes the best predictor of success in learning a given language in school may be a trial run closely geared to the course objectives. Whether previous success in learning one foreign language is a reliable predictor of success in learning another, may depend very much on external variables, although it seems likely to be so, given similar motivation in each attempt.

However, in adult courses and intensive courses the trial run is less feasible. It is in this area of vocational instruction, when student motivation is strong, that the use of aptitude tests seems to have been most successful. Certainly the dangers of their misuse are much less.

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[8] O. Buros, ed., *Seventh mental measurements yearbook*, 1972, vol.1, p.544.

[9] A. Davies, ed., *Language testing symposium*, 1968. See particularly 'Introduction', pp.6–8, for a very clear definition of the differences between achievement, proficiency and aptitude tests.

[10] P. T. Culhane, *Occasional papers*, op. cit. p.iii.

[11] P. S. Green, *IRAL*, op. cit.

[12] A. Davies, *Applications of linguistics*, op. cit. p.179.

APPENDIX III

MODERN LANGUAGE TESTS

The following are examples of the kinds of test set in the syllabuses examined, arranged according to the skills tested in the order set out in the taxonomy in Chapter One, paragraph 1.04 ff.: e.g. –

FL1 = foreign language skill 1 (auricular comprehension)

FL2//L1 4 = foreign language skill 2 (ocular comprehension) and native
language skill 4 (graphic composition).

Where specialised knowledge **(c factor)**, functional training **(f factor)** and interpretation of visuals **(v factor)** are present, this is also indicated. Asterisks denote macroskills only parts of which are tested (see Chapter One, paragraph 1.11).

The texts of the tests given below are verbatim quotations from the syllabuses.

1. **FL1** Assessment of the candidate's ability to respond to spoken instructions given by the examiner and relating to everyday objects at the examination.
2. **FL1//L1 2/4** A prose passage of 150–200 words is recorded on magnetic tape at a normal reading speed by a native speaker. The candidate will be required to answer, in English, questions printed in English.
3. **FL1//L1 2/4** A straightforward piece of narrative prose, with vocabulary well within the candidates' range, will be read aloud to them three times and they will be required to answer in writing a number of questions designed to discover how fully they have grasped the main points of the narrative. All questions will be asked in English and they may be answered in English or Welsh. Candidates will have the questions in front of them before the first reading begins, during the reading they will listen only. After the first reading they will be allowed an interval of two minutes to examine the questions and make notes, and they will be permitted to make notes also during subsequent readings. The third reading will immediately follow the second. During the third reading a pause will be made at the end of each paragraph to allow candidates to answer the questions which refer to that paragraph.
4. **FL1//L1 2/4** Aural comprehension of passage of 100–150 words. First reading after which candidates will be given the questions printed in English. Two minutes allowed to candidates for reading questions. Second reading during which the candidates may take notes. Ten minutes allowed for writing the answers in English. Final reading and three minutes allowed for final check.
5. **FL1//L1 2/4** To answer in writing, in English, ten questions on a passage of 150–200 words of a dialogue or monologue spoken in the foreign language at a speed of about 100–120 wpm. The passage will be heard three times. After the first hearing, they will be given five minutes to answer the questions in writing. After the third hearing they will be given three minutes to check their answers. The passage set will be a simple and practical one. It will not contain close reasoning or argument, nor use any but standard educated speech. All answers to the questions will be found in the text heard.
6. **FL1//L1 2/4** Test 1 will be based on a narrative passage of 150–160 words read by the teacher to the candidates. Questions and answer sheets, which will be printed in English and answered in English, will be provided. The passage will be divided into three sections and will have an English title. The passage will first be read to the candidates at a moderate speed. The question sheet will then be given to the candidates and time allowed for reading the questions. The passage will then be read in sections and after the reading of each section candidates will be required to answer the questions set upon that section of the passage. The passage will then be read through again and candidates will be allowed five minutes to revise their answers.
7. **FL1//L1 3** The giving of an immediate rendering into English of the content of a talk or dialogue. The whole test will last approximately four minutes.
8. **FL1//L1 3 (f factor)** Interpretation into English of short statements in the foreign language lasting from 30 seconds to three minutes and read over to the candidate once. Candidates may take notes during the reading and use them in the interpretation.
9. **FL1//L1 4** To write in English a summary in 80 to 90 words of a passage of about 250 words in the foreign language, spoken at a speed of about 120 wpm. The passage, which may be monologue or dialogue, will be heard twice and notes may be taken. The passage will be straightforward narrative, description or exposition and will be in standard educated speech.
10. **FL1//L1 4** To write in English a summary of about 100 words of a passage of about 300 words in the foreign language, spoken at a speed of about 150 wpm. The passage will be heard twice and notes may be taken. The language will be that of standard educated speech and the passage will be of a narrative, descriptive or expositional nature.
11. **FL1//L1 4** Listening to two pieces of continuous prose totalling not more than 200 words – e.g. two short news items – and giving in written English the gist of the passages.
12. **FL1/2** Two texts (passages or dialogues) with a number of recorded questions on each. Each text, with the questions, is heard twice before the candidate is expected to make his choice of answer from the printed alternatives on his answer sheet.

13. **FL1/2** A passage will be read to the candidates in German by the teacher and questions on the passage will be asked orally in German. Candidates will be provided with an answer sheet on which four answers (in German) to each question are suggested, only one of which is correct in the context of the passage. Candidates will be asked to choose their answer to each question from the four suggested and to indicate it on the answer sheet.

14. **FL1/2** One half of a conversation on a particular subject recorded on tape. The candidate chooses the correct response to each remark.

15. **FL1/2** Multiple choice questions in French testing understanding of short dialogues, monologues and longer sequences, all recorded on tape. The candidate is asked to decide where the people are, who they are, or what they are doing.

16. **FL1/2/3//L1 3** The candidate will be asked to read a passage in the foreign language, will be asked to translate it into English orally, and may then be asked to discuss it in the foreign language.

17. **FL1/2/4** A 'Nacherzählung' of approximately 160 words. An adequate summary of the story in German will be given. The passage will be read twice by the teacher, first at normal speed and then more slowly. Candidates will be expected to retell the story by writing at least 100 words.

18. **FL1/3** The candidate will be required to answer five questions in the language on himself, his work, his interests, etc.

19. **FL1/3** Conversation on simple personal details such as home, family daily life. Candidates will be required to give full answers to the examiner's questions on these topics.

20. **FL1/3** Conversation on two of the topics chosen by the candidate.

21. **FL1/3** Candidates will be required to converse with the examiner on current events and general topics for a minimum period of five minutes.

22. **FL1/3** To converse in the foreign language on matters related to any of the topics given below. The examiner will speak at a speed of about 120–150 wpm. The candidate will be expected to take an active part in the conversation, and not leave all the initiative to the examiner. The conversation must not be limited to a series of questions and answers: My family and home; My friends and relatives; My district and town; My work; My interests; My weekend; My holidays; My travels; Food and drink; Entertainment; Sport; The weather; A book; play or film; Shops; Housing; The cost of living; Education; Current news; Health; Foreign countries; The future.

23. **FL1/3** The candidate will be asked to play a part in an everyday situation described by the examiner, e.g. booking in at an hotel, asking the way, buying a ticket, ordering a meal, etc.

24. **FL1/3** Conversing with a foreign national on matters of everyday interest in his country and the United Kingdom.

25. **FL1/3** Each candidate is asked to play two roles. The role-playing situations are of two kinds, the one strictly survival in a tourist situation; the other involves candidates in more conversational situations.

26. **FL1/3** Candidates will be asked to imagine themselves in situations similar to those in which they might find themselves in France. They will be required to take the initiative in a conversation with the teacher, in the same way as they might take the initiative in a conversation with a native French speaker.

27. **FL1/3** The examiner will ask a series of questions becoming progressively more difficult. These may develop, for the more able candidate, into a less formal conversation. In the course of the Oral examination some questions should be asked on the general background of the people who speak the language as their mother tongue.

28. **FL1/3** General conversation with the examiner on subjects of everyday interest, which may include a situation of everyday occurrence (e.g. at a railway station or in an hotel or shop) selected by the examiner from a list of at least three subjects supplied by the candidate; the candidate must then be prepared to converse with the examiner as if they were both involved in that situation in the country concerned.

29. **FL1/3** To take part, using the foreign language, in a situational conversation which the examiner will outline and which is imagined as taking place in one of the places listed below, either at home or abroad. Credit will be given for resourcefulness in handling the situation as well as for the language used: In the travel agency; In the hotel; In the restaurant; In the shops; In the post office; In the street; In the railway station/airport; In the garage; In the police station; In the customs; Renting accommodation; Hiring transport; Medical; Common social situations; In the bank.

30. **FL1/3** To take part, using the foreign language, in a situational conversation which the examiner will outline and which is imagined as taking place in one of the places listed below, either at home or abroad. Credit will be given for resourcefulness in handling the situation as well as for the language used: In the travel agency; In the hotel; In the restaurant; In the post office; In the street; In the railway station/airport; In the shops; Common social situations.

31. **FL1/3** Candidates will be required to prepare before the examination a short talk of some three to four minutes' duration to be delivered to the examiner on a suitable topic of their own

choosing. They will then be expected to converse with the examiner on the subject matter of the talk. The use of notes will not be allowed.

32. **FL1/3** One week before the examination, details of the situation will be given to the colleges. In the situation, the candidate will be expected to play the role of someone giving an explanation – this might involve for example the purchase of goods, introduction to a stranger, booking in at an hotel, taking a taxi, or ordering a meal. Candidates will not be permitted to take notes into the Oral examination.

33. **FL1/3** The candidate will be asked to describe or demonstrate some aspect of his work, or of his special subject, to the examiner and discuss it with him. The candidate must bring something with him to the examination to illustrate his subject e.g. samples, photographs, technical literature, plans, catalogues, etc.

34. **FL1/3** To converse in the foreign language on topics arising out of the prepared talk or on matters of general or personal interest. The candidate will be given full opportunity to talk about matters that interest him. The examiner will speak at a speed of about 120–150 words per minute. Candidates will not be required to speak fast, but credit will be given for confidence, prompt reaction, and for making a positive contribution to the conversation, and for quality of language.

35. **FL1/3** To converse in the foreign language on matters of general interest, current affairs, cultural or social topics, and on more specialised subjects related to the candidate's work or study. The examiner will speak at reasonably fast native speed. The candidate will be expected to converse correctly and easily, and to show initiative in raising points. He will be given full opportunity to speak about matters with which he is familiar.

36. **FL1/3** The candidate will be asked to listen to a recorded conversation. He will then be asked to reproduce the gist of it orally and will be asked questions on it by the examiner.

37. **FL1/3** The candidate will be asked to listen to a passage read to him by the examiner. The examiner will then read separately each of the five or six related paragraphs, of which the passage is composed and put questions to the candidate on each separate section, after it has been read to him.

38. **FL1/3** The giving of a short talk to a group of foreign nationals and responding to questions on the content of the talk; (students should be encouraged to take notes from which they will give the talk, but a fully written speech will not be acceptable).

39. **FL1/3 (f factor)** Discussion in the foreign language arising from the talk and on other topics. The candidate is expected to demonstrate not only a competent use of the language, but also the ability to order ideas and present them in a clear, balanced manner.

40. **FL1/3 (v factor)** Questions based on pictures: section designed to look more precisely at command of structure and lexis than, for example, the picture composition. It does not claim to be an objective test, confining candidates to one possible answer. There will nearly always be some variety of response possible within the terms of the question. By using a variety of picture stimuli, the examiner can sample widely.

41. **FL1/3 (v factor)** The teacher will begin by asking the candidate a number of set questions on pictures. These questions will require the candidate to use descriptive language and will not have been prepared by the candidate beforehand.

42. **FL1/3 (v factor)** The candidates will be handed a picture depicting a tourist situation and will be asked to answer questions upon it.

43. **FL1/3 (v factor)** The candidate will be asked to talk about three pictures or photographs, one provided by the candidate and two chosen by the candidate from a selection of four provided by the examiner.

44. **FL1/3 (v factor)** Conversation about three pictures, one provided by the candidate and two chosen by the candidate from a choice of six provided by the examiner. The pictures will depict situations rather than places.

45. **FL1/3//L1 1/3 (f factor)** To act as interpreter in a conversation on everyday business or social matters between an English person and a speaker of the foreign language. Each speaker will say not more than 40 words at a time.

46. **FL1/3//L1 1/3 (f factor)** Consecutive interpreting, both ways.

47. **FL1/3/4** The candidate will be asked to listen to a recorded conversation on a general topic. He will be asked to reproduce the gist of it in the foreign language in writing and will discuss it with the examiner.

48. **FL1/4*** To write simple sentences from dictation.

49. **FL1/4*** To write from dictation a simple passage of connected matter.

50. **FL1/4*** An easy passage in the language to be taken down from dictation. Punctuation will be dictated in the language.

51. **FL1/4*** The dictation of a prose passage will be given by a native speaker of the language, whose voice is recorded on magnetic tape.

52. **FL1/4*** Dictation – the passage set will be within the compass of the candidates' linguistic experience (in French, the past historic tense will not be used). Normal dictation procedure will be followed. The marking will be positive.

53. **FL1/4*** Dictation: To write a passage of about 100 words dictated at a speed of about 100 wpm. excluding pauses. The passage will be read three times in all, the second time with pauses for writing. Each phrase will be read once only.

54. **FL1/4*** Dictation: The passage will be read four times. The first reading, at normal speed, will be to give the candidates a general idea of the passage. The passage will then be read in short sense-groups, each group being repeated after it has been written down. Punctuation will be given in the language under examination. The final reading will be given at rather slower than normal speed but pauses will be made only at the end of sentences. The candidates will then be allowed five minutes for checking and revision. Words in italics must be spelled out or written on the blackboard.

55. **FL1/4** To write short answers (using complete sentences) to questions about everyday matters read aloud.

56. **FL1/4** Aural comprehension – passage of 100–150 words. First reading of complete passage. Second reading in sections with spoken questions in French after each section and a pause for thought after each question. Third reading as for second reading, with a pause for note-taking after each question. Ten minutes for writing answers in French. Final reading and three minutes allowed for final check.

57. **FL1/4** Reproduction in the foreign language of the substance of an easy passage in the foreign language. (The passage will be read three times at a moderate speed to the candidates, who will then be required to write down in the language the substance of the passage, with the aid of details given in the question paper.)
(The vocabulary used in Sections I and II will be restricted to common words associated with ordinary events and situations in everyday life.)

58. **FL1/4** A passage of prose in the language (of 125–150 words in Stage II and 200–250 words in Stage III) will first be read aloud twice to the candidates by the examiner. Candidates will then be allowed twenty-five minutes to summarise the passage in writing, in the language concerned, to not more than half its length; in Stage III candidates will be allowed to take notes during the reading.

59. **FL2** Reading comprehension: Multiple choice questions in French testing understanding of detail and of gist:—
Three or four edited passages of authentic French from newspapers or books with a number of questions on each passage.

60. **FL2//L1 2/4** Candidates will answer in English or Welsh a number of questions set in English or Welsh, designed to test their comprehension of a passage of simple narrative or descriptive prose of about 150 words in the foreign language.

61. **FL2/L1 2/4** Written comprehension: To read silently a text of about 250 words in the foreign language, and to answer ten questions on it in English. The text will not be taken from books of *belles lettres* nor contain specialised language unknown to the average educated reader.

62. **FL2// L1 2/4** Oral: A passage in the foreign language printed on the question paper will be read silently by the candidate. The vocabulary used in this passage will be based on ordinary everyday language. A factual passage of 150–200 words is envisaged. There will be questions printed in English relevant to this passage and the candidate will be expected to prove his comprehension by written replies in English.

63. **FL2// L1 3** The candidate will be asked to read a passage 'on sight' in the foreign language and will be asked to translate it orally into English.

64. **FL2// L1 3** Sight translation into English. To translate into English a passage of 100 words in the foreign language. The candidate will be allowed two minutes to read and two minutes to translate the passage. The text chosen will be such as to permit fluent translation at sight and will not contain stylistic problems of a colloquial, technical or literary kind. Credit will be given for speed and fluency as well as accuracy and quality of translation.

65. **FL2// L1 3** English summary of a foreign language text: To study a text of about 250 words in the foreign language for five minutes and to give a brief summary of it in English. The candidate may refer to the text whilst making the summary. The text will be of a journalistic kind and will deal with a matter of common daily interest.

66. **FL2// L1 4** Summary in English of a short passage in German/Spanish.

67. **FL2/3*** Candidates should be able to read aloud a few lines of prose in the language (given to the candidates about five minutes before the examination).

68. **FL2/3*** Reading aloud: Candidates should be able to read aloud about 12 lines of prose from a general text of their own choosing.

69. **FL2/3*** Reading aloud: To read aloud at a speed of about 120 wpm. a passage of about 150 words in the foreign language. The candidate must be understood easily by a native of the country.

70. **FL2/3*** Reading: The passage is largely conversational. After studying the passage for five minutes the candidate will read it to the examiner or will record the passage on magnetic tape.

71. **FL2/3*** Reading test: The candidate is to be allowed approximately five minutes in which to study a passage in preparation for the test. Reference to dictionaries and other books or notes of any kind is forbidden and the candidate is so informed. He is then to read aloud the whole of the

passage. The examining teacher should not interrupt to correct the candidate during the reading of the passage.

72. **FL2/3*** Reading test: The candidate is to be allowed approximately five minutes in which to study a passage of about 50 to 60 words in preparation for the test. The vocabulary of the passage will be drawn mainly from three specimen passages which will be issued by the Union for practice after 1st January in each year. During the test references to dictionaries and other books or notes of any kind is forbidden and the candidate should be so informed. He is then to read aloud the whole of the passage. The examining teacher should not interrupt to correct the candidate during the reading of the passage.

73. **FL2/3 (c factor)** Candidates will be given a list of six topics based on certain background books recommended for the languages indicated. They will be required to choose one topic and, after five minutes' preparation, will be asked to speak on it for three minutes. Supplementary questions may be asked by the examiner.

74. **FL2/4** A printed passage in the foreign language, followed by questions of varying difficulty set and answered in the foreign language.

75. **FL2/4** A prose passage in the foreign language for comprehension; questions in the foreign language to be answered in the foreign language; answers must be in the form of complete sentences, using the same tenses as in the questions.

76. **FL2/4** The free composition will require the continuation of a story, of which the first paragraph will be printed in the language. About 120 words will be asked for. High marks can be gained only if the appropriate tenses are used.

77. **FL2/4 (v factor)** Candidates will be required to answer in the foreign language a number of questions set in the foreign language, based on a drawing or series of drawings.

78. **FL2/4 (f factor)** The making in English of a cogent report (in note form, if desired) on a body of material or correspondence – e.g. 4/5 letters of total length not exceeding 800 words (presented to the candidate). A dictionary may be used.

79. **FL2/4** Candidates will write either a composition or a letter of about 100–150 words in the foreign language. The composition will be on a topic relating to everyday life, based on a suggested outline given in the foreign language. The letter, offered as an alternative, will be on a different topic, also with a suggested outline if necessary.

80. **FL2/4** The aim of this question is to test the candidate's ability to express himself in the written language in response to stimuli expressed in the written language. The candidate is given the lines of one speaker in a dialogue. In the space indicated he is to supply the replies, comments, exclamations, questions etc. of the other speaker, so as to complete the dialogue. Credit will be given for indications of comprehension but high marks can only be obtained through more positive expression.

81. **FL2/4 (v factor)** A series of questions in French to be answered in French. These questions will be based on eight pictures. Two questions will be asked on each picture; the first requiring the candidate to give information represented in the picture, and the second requiring the candidate to give related information of a more general nature. In the latter a variety of tenses will be used.

82. **FL2/4** General knowledge of the country and composition: To answer in the foreign language four questions on the foreign country or countries concerned. There will be a choice of four questions on each of the following sections, and only one question may be answered from each section. Equal credit will be given for language and content. — Physical features; Social life; Cultural life; Public life.

83. **FL2/4** A letter in French in reply to a letter requiring particular information: The purpose here is to provide a test that corresponds to an acceptable real-life task. Letter writing is felt to be the test of writing skill that has most justification. The letter that candidates are asked to write is controlled by the letter they are allegedly answering.

84. **FL2//L1 4** A narrative passage in the foreign language will be set, about 300–400 words in length. Candidates will be asked to write the story in English or Welsh, in about half the length of the original and containing its salient points. (This question is intended to test rapid reading.)

85. **FL2//L1 4** Extracting in English the main points of an article of everyday interest, of 400–450 words in length.

86. **FL2//L1 4** To write a summary in English of an article written in the foreign language. The candidate will be expected to convey the main ideas and the most important facts of the article, in connected English. The original will contain 600–800 words, and the summary 150–200 words.

87. **FL2//L1 4** Translation from the foreign language into English of simple passages. A title and the meaning of particular words may be given in English.

88. **FL2//L1 4** Translating into English a simple letter, the body of which will be 60–80 words in length.

89. **FL2//L1 4** Translating into English a letter or article of 150–200 words in length.

90. **FL2//L1 4** Translation into English of a passage of a general commercial nature.

91. **FL2//L1 4** To translate into English a text of about 200 words in the foreign language on a common theme related to everyday life. The translation must read like a piece of original English. The passage set for translation will be easier than that for comprehension.

92. **FL2//L1 4** The candidate will be given a passage of approximately 200 words in the language and will be required to produce a translation in English. The use of a dictionary is permitted in this section.

93. **FL2//L1 4** To translate into English a passage of 250 words in the foreign language. The passage will be on a subject of common interest and will be written in non-specialised language.

94. **FL2//L1 4** Translation into English of one passage of prose in the foreign language, containing both narrative and conversation.

95. **FL2//L1 4** Translation from the foreign language into English of two prose passages.

96. **FL2//L1 4** Translation into English of two passages in general prose of a contrasting character, one of which may be an extract from an accredited journal or newspaper of the country concerned. Both passages must be attempted.

97. **FL2//L1 4** Translation into English. The passages will not be technical and not be taken from works of *belles lettres*. They will deal with the topics of interest to educated and informed persons, and will range widely over current affairs, politics, social and cultural matters, as well as general economic and scientific subjects.

98. **FL2//L1 4** Two straightforward passages for translation from the foreign language into English. Total length, about 450 words for European languages; about 400 words in the English version for Oriental or African languages.

99. **FL2//L1 4** Translation from the foreign language into English of two out of three prose passages from twentieth century writings, including a passage of a commercial nature.

100. **FL2//L1 4 (c factor, f factor)** Technical translation (three hours). Two passages of about 600 words each in the foreign language for translation into English, to test the candidate's specialised knowledge of a subject of his own choice. Dictionaries will be allowed. The candidate must state the subject at the time of enrolment. The following subjects are accepted at present; others may be considered upon application to the Institute not less than twelve months before the examination: Aeronautical engineering; Mechanical engineering; Chemical engineering; Electrical engineering; Marine engineering; Agriculture; Chemistry; Physics; Medicine; Music; Economics; Law; Textiles; Transport; Political administration.

101. **FL3** [Oral:] Recitation of a passage (70–80 words) of the candidate's own choice. (Specimen passages will be issued to schools by the Board to indicate the standard expected and for use in the examination if desired.)

102. **FL3** Sustained speaking: To speak for about a minute on any suitable point that has arisen in the conversation.

103. **FL3** Sustained speaking: To speak for about two minutes on any suitable point that has arisen in the conversation.

104. **FL3** To speak for three minutes on any one of six topics given to the candidate before the examination. The topics will be of general interest and not require specialised vocabulary. Some will call for general knowledge of the foreign country, others not. The candidate may make brief headings of the main points of the talk, but may not use detailed notes. Credit will be given for confidence and good delivery as well as for content and for quality of language.

105. **FL3** A prepared talk in the foreign language of five minutes' duration on a subject selected by the examiner from a list of five subjects to be brought by the candidate at the time of the examination. The subjects should be such as might be discussed by an educated native speaker of the language. It should be delivered in an interesting way and not as if memorised word for word. If the talk is on a specialised topic it should be couched in language that will allow a non-specialist examiner to discuss it.

106. **FL3 (v factor)** Narration of a story based on a sequence of pictures. In this section the candidate will be required to use narrative language. He will be given a short time for preparation.

107. **FL3//L1 2 (f factor)** Sight translation into the foreign language: To translate at sight into the foreign language a passage of 100 words in English. The candidate will be allowed two minutes to read and three minutes to translate the passage.

108. **FL4** A composition of about 70–80 words in the foreign language. A choice of subjects will be offered.

109. **FL4** A composition (about 120 words) on a topic relating to candidates' own experience or to life and conditions in their own country. There will be a choice of subjects.

110. **FL4** To write a letter or short article of about 150 words, in the foreign language, on a given subject of personal interest or common daily affairs. There will be a choice of three subjects.

111. **FL4** An original composition (about 200 words) of a descriptive nature, with a choice of subjects. Candidates must be able to express themselves clearly and correctly.

112. **FL4** An essay in the foreign language, of about 250 words, on one of several subjects of a general character bearing on industry, commerce, or current affairs – where possible of the country concerned.

include those related to the institutions, way of life and current affairs of the country concerned.

114. **FL4** A short essay of 250–300 words in the foreign language. A choice of subjects, including at least one commercial, will be offered.

115. **FL4 (c factor)** To write a composition of about 400 words. Candidates will have a choice of subjects, some of which may assume some knowledge of the literature of the language. Special attention will be paid to sentence construction and the idiomatic use of the language.

116. **FL4 (c factor)** General knowledge of the country: To write a paragraph in the foreign language of about six lines on each of five, or of 15 lines on each of two, out of 20 topics, relating to the following aspects of the life of the foreign country concerned: Geographical features; Chief towns; Famous people; Climate; Travel to and in the country; Food and drink; Recent topical events; Institutions; Tourism; Social life; Education; Shopping; Linguistic varieties; Public services; Family life; Personal relationships; National problems; Telephone; Telegraph.

117. **FL4 (c factor)** Background composition: To write two compositions of about 300 words each in the foreign language, dealing with the geography, customs, general conditions of life and current affairs of the countries concerned. A choice of eight subjects will be given.

118. **FL4 (c factor)** Long essay (three hours). The candidates will choose one of the following fields as related to the countries where the foreign language is spoken, and submit for approval by the Institute, at the time of their enrolment for the examination, the titles of six unrelated topics within the field on which they are prepared to write 1,500 words in the foreign language during the examination. One of the six topics will be chosen by the Institute for each individual candidate, who will be informed of the choice at the moment of beginning this part of the examination: Geography and economics; Politics and recent history; Social life and institutions; Legal institutions; Literature and thought in the 20th century; Science and technology; The fine arts; A region of the country; General or applied linguistics; Language teaching (of the foreign language concerned); Business, industry and commerce.

119. **FL4 (f factor)** Essay of 750–1,000 words in the foreign language on a current general topic. A choice of three subjects will be given. The candidate is expected to demonstrate not only a competent use of the language, but also the ability to order ideas and present them in a clear' balanced manner.

120. **FL4 (c factor, v factor)** A map of the country concerned may be provided and the candidate asked to name features on it.

121. **FL4 (v factor)** A composition based on a series of pictures: The aim of this section is to test candidates' ability to write a connected flow of language on a simple narrative theme, outlined by a series of pictures. The theme of the picture composition is the simple one of the lost-found variety told in a series of eight pictures.

122. **FL4//L1 2** Translation into the language of a simple passage in everyday English. Length about 170 words.

123. **FL4//L1 2** A short continuous prose passage in straightforward style and with everyday vocabulary to be translated from English into the foreign language.

124. **FL4//L1 2** Translation into the foreign language of a passage of English prose.

125. **FL4//L1 2** Translation into the foreign language of a passage of a general commercial nature.

126. **FL4//L1 2** Translation into the foreign language: To translate into the foreign language a passage of 200 words in English.

127. **FL4//L1 2** Translation from English into the foreign language of a general passage or of a business letter, at the option of the candidate.

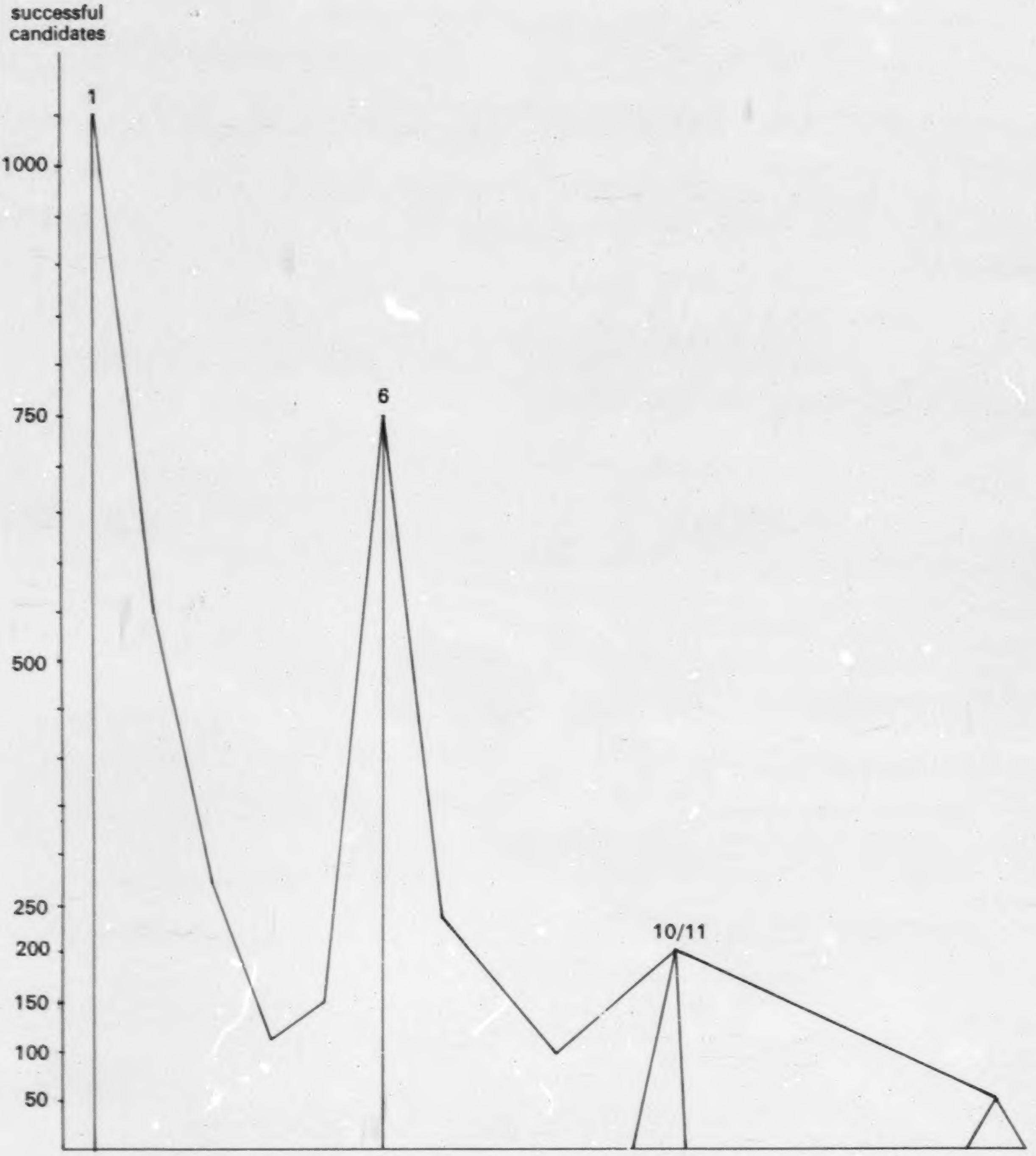
128. **FL4//L1 2 Précis (f factor)** A summary in the foreign language of an article, report or text of a speech written in English on a current general topic. The candidate will be expected to recast the original in a clear, exact and logical style, avoiding unnecessary translation and so to demonstrate his command of the language. The original will be of 2,500–3,000 words and the précis 750–1,000 words.

In the analysis of skills, the marks allotted to each test were distributed amongst the skills tested as follows:

skills tested	*proportion of marks allotted*
FL1	all
FL1//L1 2/4	2//1/1
FL1//L1 3	1//1
FL1//L1 4	1//1
FL1/2	1/1
FL1/2/3//L1 3	1/1/1//1
FL1/2/4	2/1/2
FL1/3	1/1

skills tested	*proportion of marks allotted*
FL1/3//L1 1/3	1/1//1/1
FL1/3/4	1/1/1
FL1/4*	1/1
FL2	all
FL2//L1 2/4	2/1/1
FL2//L1 3	1//1
FL2//L1 4	1//1
FL2/3*	1/1
FL2/4	1/1
FL3	all
FL3//L1 2	1//1
FL4	all
FL4//L1 2	1/1

**National output of qualified linguists
(1971) by application rating
in Further Education & Higher Education**



NB: a number of CNAA and university courses with high application ratings have not yet begun to produce graduates. A further peak may be expected at 15/16 from 1975, with some increase also at 10/11.

APPENDIX IV

STATISTICS

This section provides a background to the survey of curricula and performance with which the body of the report is concerned. In the main the data have been drawn from recognised existing sources, notably the HMSO publication *Statistics of Education* and the reports of the various examining bodies, but it also includes new items drawn from the ATR/DES (Davidson) survey of teacher utilisation, other results of which were first published in the ATR *Journal of Russian studies*, no.21, 1971.

The object of this section has been two-fold: first, to draw a 'map' of language study in the United Kingdom for one year; second, to attempt to isolate trends by comparison of figures for a number of years. The year chosen was 1969, since at the time of the inception of the survey the latest information available concerned that year. Wherever possible figures for a number of previous years and for 1970 and 1971 have been added and conclusions suggested about trends. However, a number of factors inhibit completion of such a procedure; in particular, the rapid developments over recent years have led to many changes of syllabus, so that figures for previous years are no longer valid bases for comparison. In other cases a change of computers has made it impossible (for reasons of cost, time and space) to list as many figures as might be thought ideal. However, it seems likely that such indications as have emerged will prove useful starting points for further work in this field, leading perhaps to firmer conclusions.

An obvious use of the basic data first assembled was to investigate their implications for the work being done elsewhere on the language needs of industry and commerce. With the assistance of the Statistics Branch of the Department of Education and Science, tables have been drawn for features not usually studied. These, with data from the ATR/DES survey, give indications of differences in the availability of languages in various types of school and in different regions of the country; differences related to the sex of the learner; and the relative popularity of individual languages and of the study of languages in general as opposed to other subjects.

We should like to record our gratitude to the many bodies which contributed in the assembly of the figures. The sources are acknowledged at the end of each table.

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FURTHER EDUCATION (FE)

Table FE(1) CIVIL SERVICE COMMISSION

1. HOME OFFICE

	1961			1966			1971		
Language	entries	pass	fail	entries	pass	fail	entries	pass	fail
FRENCH	107	61	46	220	100	120	354	199	155
GERMAN	59	24	35	74	43	31	120	56	64
ITALIAN	23	10	13	38	26	12	54	40	14
RUSSIAN	13	8	5	9	5	4	13	8	5
SPANISH	17	13	4	39	29	10	100	59	41
FGIRS	219	116	103	380	203	177	641	362	279

2. DEPARTMENT OF CUSTOMS & EXCISE

FRENCH	11	8	3	30	13	17	33	29	4
GERMAN	4	–	4	5	1	4	19	4	15
ITALIAN	1	1	–	1	1	–	5	3	2
RUSSIAN	–	–	–	–	–	–	–	–	–
SPANISH	8	4	4	2	2	–	8	4	4
FGIRS	24	13	11	38	17	21	65	40	25

3. METROPOLITAN POLICE

FRENCH	2	2	–	3	2	1	5	4	1
GERMAN	1	–	1	2	2	–	6	3	3
ITALIAN	1	–	1	–	–	–	2	2	–
RUSSIAN	3	1	2	2	–	2	1	–	1
SPANISH	1	–	1	–	–	–	1	1	–
FGIRS	8	3	5	7	4	3	15	10	5
Combined totals	**251**	**132**	**119**	**425**	**224**	**201**	**721**	**412**	**309**

4. DEPARTMENT OF TRADE & INDUSTRY*

FRENCH	–	–	–	3	1	2	–	–	–
GERMAN	–	–	–	1	1	–	–	–	–
ITALIAN	–	–	–	–	–	–	–	–	–
RUSSIAN	–	–	–	–	–	–	–	–	–
SPANISH	–	–	–	–	–	–	–	–	–
				4	2	2			

*This examination is also offered to candidates from the Department of Employment, but for the years listed there were none.

continued on next page

Table FE (1) contd.

Civil Service Commission

5. DIPLOMATIC SERVICE

		Lower Standard			Intermediate			Higher			
Language	year	entries	pass	fail	entries	pass	fail	entries	pass	fail	total
FRENCH	1961	25	22	3		no exam.			no exam.		25
	1966	27	15	12		no exam.		22	9	13	49
	1971	49	26	23	58	32	26	25	17	8	132
GERMAN	1961	18	11	7		no exam.			no exam.		18
	1966	9	6	3		no exam.		13	6	7	22
	1971	18	6	12	42	16	26	17	9	8	77
ITALIAN	1961	4	4	1		no exam.			no exam.		4
	1966	9	7	2		no exam.			no exam.		9
	1971	23	16	7	16	11	5		no exam.		39
RUSSIAN	1961	2	1	1	9	6	3	–	–	–	11
	1966	1	1	–	4	2	2	–	–	–	5
	1971	9	6	3	10	7	3	11	5	6	30
SPANISH	1961	15	9	6		no exam.		–	–	–	15
	1966	18	14	4		no exam.		13	3	5	31
	1971	22	12	10	51	32	19	13	9	4	86

		6. CIVIL HYDROGRAPHY OFFICER (NAAF)			7. LINGUIST (NAAF)			8. INTERPRETER (NAAF)		
Language	year	entries	pass	fail	entries	pass	fail	entries	pass	fail
FRENCH	1961				83	39	44	45	26	19
	1966				93	55	38	25	20	5
	1971				30	19	11	36	21	15
GERMAN	1961				70	41	29	34	19	15
	1966				81	41	40	27	10	17
	1971				47	29	18	30	13	17
ITALIAN	1961				6	1	5	16	12	4
	1966				4	1	3	3	3	–
	1971				5	1	4	2	2	–
RUSSIAN	1961	1	1	–	25	17	8	40	32	8
	1966	–	–	–	–	–	–	20	12	8
	1971	–	–	–	12	7	5	20	16	4
SPANISH	1961				15	7	8	6	5	1
	1966				11	9	2	4	4	–
	1971				10	4	6	5	4	1

Figures by courtesy of the Civil Service Commission

Table FE(2) PITMAN EXAMINATIONS INSTITUTE

1. TOTAL ENTRIES (all levels) 1966-71

Language	year	entries	passes	% pass	% change in entry
FRENCH	1966	1,008	853	84·6%	
	1967	789	553	70·1%	
	1968	889	604	68·0%	
	1969	1,258	866	69·0%	
	1970	896	607	67·6%	
	1971	751	513	68·3%	– 257 = – 25·5%
GERMAN	1966	180	155	86·1%	
	1967	217	202	93·1%	
	1968	350	283	80·9%	
	1969	297	260	87·5%	
	1970	465	365	78·5%	
	1971	552	461	83·0%	+372 = +206·6%
SPANISH	1966	270	146	54·0%	
	1967	181	127	70·1%	
	1968	155	104	60·6%	
	1969	149	96	64·5%	
	1970	175	95	54·2%	
	1971	198	107	54·4%	– 72 = – 26·6%

2. ENTRIES AND PASSES, 1971, by levels

	elementary		intermediate		advanced		total
Language	entries	% pass	entries	% pass	entries	% pass	entry
FRENCH	369	63·1	231	71·4	151	76·1	751
GERMAN	235	82·5	218	85·0	99	83·0	552
SPANISH	90	60·0	96	44·0	12	91·7	198
total :	694		545		262		1,501

Figures by courtesy of the Pitman Examinations Institute

Table FE(3) ROYAL SOCIETY OF ARTS

1. GRADES I, II & III in FGIRS, 1971 (Single subject examinations)

Language	grade	entries	distinctions	pass	% pass and distinction
FRENCH	I	816	109	369	58·6
	II	384	64	180	58·3
	III	317	29	146	55·2
	total :	1,517	202	695	59·0
GERMAN	I	248	77	112	76·2
	II	116	34	50	72·3
	III	64	2	39	(41/64)
	total :	428	113	201	73·4
ITALIAN	I	107	29	55	78·5
	II	44	6	25	(31/44)
	III	26	3	14	(17/26)
	total :	177	38	94	74·6
RUSSIAN	I*	11	3	4	(7/11)
	II				
	III				
	total :	11	3	4	(7/11)
SPANISH	I	429	90	145	54·4
	II	119	18	60	65·0
	III	52	2	16	(18/52)
	total :	600	110	221	55·2

*Russian is offered at Grade I only.

continued on next page

Table FE (3) contd.

Royal Society of Arts

2. TOTAL ENTRIES, GRADES I, II & III in FGIRS for 1961, 66, 69, 70, 71

Language	1961	1966	1969	1970	1971	change 1961–71
FRENCH	3,025	2,657	1,514	1,759	1,517	– 1,508 (– 49·8%)
GERMAN	482	680	348	350	428	– 54 (– 11·2%)
ITALIAN	331	287	179	157	177	– 154 (– 46·5%)
RUSSIAN	110	43	17	21	11	– 99 (– 90·0%)
SPANISH	438	655	579	449	600	+162 (+37·0%)

3. CERTIFICATE FOR SECRETARIAL LINGUISTS FGS* 1970, 1971

Language	year	distinctions	passes	passes and distinctions	total entry	% pass
FRENCH	1970	93	294	387	539	54·5
	1971	116	439	555	745	59·0
	1972	36	425	461	968	47·6
GERMAN	1970	9	51	60	98	61·2
	1971	26	83	109	182	59·5
	1972	26	88	114	238	48·0
SPANISH	1970	2	28	30	38	(30/38)
	1971	8	54	62	89	69·7
	1972	7	50	57	78	73·0

4. DIPLOMA FOR BILINGUAL SECRETARIES FGS* 1970, 1971

FRENCH	1970	2	39	41	85	(41/85)
	1971	3	73	76	150	(50·7)
	1972	4	58	62	166	(37·3)
GERMAN	1970	2	12	14	19	(14/19)
	1971	3	12	15	34	(15/34)
	1972	10	14	24	40	(24/40)
SPANISH	1970	0	0	0	0	
	1971	0	9	9	12	(9/12)
	1972	1	15	16	23	(16/23)

5. OPTIONAL FL SHORTHAND/DICTATION TEST 1970, 1971

Language	words per minute (wpm)	1970		1971		1972	
		entry	pass	entry	pass	entry	pass
FRENCH	80	99	41	135	72	187	51
	100			2	1	2	2
GERMAN	80	8	6	13	9	21	5
	100			–	–	1	0
SPANISH	80	–	–	6	1	5	2
	100	–	–	–	–	–	–

*available also in other languages on 6 months notice

Figures by courtesy of the Royal Society of Arts

Table FE(4) LONDON CHAMBER OF COMMERCE

1. FOREIGN LANGUAGE EXAMINATIONS (written and oral) in FGS*, 1961, 66, 71

		elementary			intermediate			higher		
Language	year	entries	pass	%	entries	pass	%	entries	pass	%
FRENCH	1961	814	528	64·9	211	108	51·1	85	74	(74/85)
	1966	436	217	50·1	187	109	58·3	147	137	93·0
	1971	283	126	44·5	229	68	29·7	184	171	93·0
	% change	−65·2%	−49·4%		+8·5%	−37·0%		+116·5%	+138·0%	
GERMAN	1961	–	–	–	–	–	–	–	–	–
	1966	8	7	(7/8)	19	15	(15/19)	60	42	(42/60)
	1971	14	11	(11/14)	8	7	(7/8)	31	28	(28/31)
	% change	+75·0%	+57·1%		−56·3%	−53·3%		−40·8%	−33·3%	
SPANISH	1961	–	–	–	–	–	–	–	–	–
	1966	17	17	(17/17)	119	40	33·6	22	21	(21/22)
	1971	245	123	50·2	236	118	50·0	20	19	(19/20)
	% change	+134·0%	+62·4%		+98·2%	+195·0%		+9·1%	−9·5%	

*This examination is offered in FG & S only

2. PERCENTAGE CHANGE OVER PERIOD, all grades

Language	year	elementary	intermediate	higher	total (all grades)		
FRENCH	1961	814	211	85	1,110		
	1966	436	187	147	770		
	1971	283	229	184	696		
			Change over period		−414	=	−37·6%
GERMAN	1966	8	19	60	87		
	1971	14	8	31	53		
			Change over period		−34	=	−39·0%
SPANISH	1966	17	119	22	158		
	1971	245	236	20	501		
			Change over period		+343	=	+214·6%

3. FOREIGN LANGUAGES FOR INDUSTRY & COMMERCE in FGIRS, 1966, 1971

		elementary			intermediate			advanced		
Language	year	entries	pass	%	entries	pass	%	entries	pass	%
FRENCH	1966	483	364	75·4	387	242	62·5	97	78	(78/97)
	1971	490	332	68·6	335	209	62·4	82	48	(48/82)
	% change	+1·4%	−8·7%		−13·4%	−13·6%		−15·5%	−38·6%	
GERMAN	1966	282	256	90·0	224	149	66·3	56	23	(23/56)
	1971	364	270	74·4	151	95	63·0	31	27	(27/31)
	% change	+6·4%	+5·5%		−32·6%	−36·2%		−44·6%	+17·4%	
ITALIAN	1966	45	40	(40/45)	34	18	(18/34)	9	9	(9/9)
	1971	47	31	(31/47)	24	13	(13/24)	10	7	(7/10)
	% change	+4·4%	−22·2%		−29·4%	−27·8%		+11·1%	+22·2%	
RUSSIAN	1966	11	7	(7/11)	1	1	(1/1)	–	–	–
	1971	–	–	–	1	1	(1/1)	1	1	(1/1)
	% change									
SPANISH	1966	59	42	(42/59)	46	38	(38/46)	13	8	(8/13)
	1971	92	58	(58/92)	36	20	(20/36)	17	10	(10/17)
	% change	+56·0%	+38·0%		−21·7%	−47·3%		+30·8%	+25%	

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Table FE (4) contd.

London Chamber of Commerce

4. PERCENTAGE CHANGE OVER PERIOD, 1966, 1971

Language	year	elementary	intermediate	advanced	total (all grades)		
FRENCH	1966	483	387	97	967		
	1971	490	335	82	907		
			Change over period		– 60	=	– 6·2%
GERMAN	1966	282	224	56	562		
	1971	364	151	31	546		
			Change over period		– 16	=	– 3·0%
ITALIAN	1966	45	34	9	88		
	1971	47	24	10	81		
			Change over period		– 7	=	– 8·0%
SPANISH	1966	59	46	13	118		
	1971	92	36	17	145		
			Change over period		+27	=	+22·9%

Figures by courtesy of the London Chamber of Commerce

Table FE(5) UNION OF LANCASHIRE & CHESHIRE INSTITUTES

1. ENTRIES AND PASSES (all grades) 1961, 1966, 1971

Language	grade	1961		1966		1971	
		entry	pass	entry	pass	entry	pass
FRENCH	I	221	143	106	82	143	117
	II	36	26	70	66	56	51
	III	12	3	24	17	29	24
	IV	2	1	9	8	7	7
	V	0		4	4	0	
	VI	0		4	4	0	
	total :	271	173	217	181	235	199
GERMAN	I	180	160	236	200	269	217
	II	51	47	118	107	122	107
	III	7	7	50	47	23	21
	IV	1	1	11	10	0	
	V	0		7	6	0	
	VI	0		2	2	0	
	total :	239	215	424	373	414	345
ITALIAN	I	33	30	112	84	67	66
	II	9	9	36	31	35	33
	III	8	8	18	16	17	11
	IV	0		6	5	0	
	V	0		0		0	
	VI	0		0		0	
	total :	53	47	172	136	120	110
RUSSIAN	I	35	14	40	26	6	4
	II	10	5	10	9	3	3
	III	0		6	4	0	
	IV	0		1	1	0	
	V	0		0		0	
	VI	0		0		0	
	total :	45	19	57	40	9	7
SPANISH	I	47	33	141	112	101	78
	II	3	2	40	33	21	21
	III	0		15	11	11	6
	IV	0		3	2	0	
	V	0		0		0	
	VI	0		0		0	
	total :	50	35	199	158	133	105
	grand totals :	**658**	**489**	**1,069**	**888**	**911**	**766**

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2. ENTRIES AND PASSES, GRADE II AND ABOVE, 1961, 1966, 1971

		1961		1966		1971	
Language	grade	entry	pass	entry	pass	entry	pass
FRENCH	II	36	26	70	66	56	51
	III	12	3	24	17	29	24
	IV	2	1	9	8	7	7
	V	0		4	4	0	
	VI	0		4	4	0	
	total :	50	30	111	99	92	82
GERMAN	II	51	47	118	107	122	107
	III	7	7	50	47	23	21
	IV	1	1	11	10	0	
	V	0		7	6	0	
	VI	0		2	2	0	
	total :	59	55	188	172	145	128
ITALIAN	II	9	9	36	31	35	33
	III	8	8	18	16	17	11
	IV	0		6	5	0	
	V	0		0		0	
	VI	0		0		0	
	total :	17	17	60	52	42	44
RUSSIAN	II	10	5	10	9	3	3
	III	0		6	4	0	
	IV	0		1	1	0	
	V	0		0		0	
	VI	0		0		0	
	total :	10	5	17	14	3	3
SPANISH	II	3	2	40	33	21	21
	III	0		15	11	11	6
	IV	0		3	2	0	
	V	0		0		0	
	VI	0		0		0	
	total :	3	2	58	46	32	27
	grand totals :	**139**	**109**	**434**	**383**	**314**	**284**

Figures by courtesy of the Union of Lancashire and Cheshire Institutes

Table FE(6) INSTITUTE OF LINGUISTS

1. NEW SYLLABUS RESULTS 1970, 1971, 1972 (all levels)

		1970			1971			1972		
Language	level	entry	pass	%	entry	pass	%	entry	pass	%
FRENCH	Preliminary	261	109	42	298	165	55	403	269	66
	Grade I	350	87	25	309	136	44	344	205	60
	Grade II	311	56	18	291	79	27	332	145	43
	Intermediate	447	119	27	363	130	36	397	121	30
	Final	28	10	36	60	25	40	80	53	66
	total	1,397	381	27·3	1,321	535	40·5	1,056	793	50·9
GERMAN	Preliminary	393	265	67	429	183	43	532	368	70
	Grade I	192	78	41	239	89	37	238	145	61
	Grade II	154	72	47	122	26	21	140	81	57
	Intermediate	164	25	16	162	30	18	119	63	52
	Final	10	2	20	30	10	33	35	12	34
	total	913	442	48·4	982	338	34·3	1,064	669	62·9
ITALIAN	Preliminary	69	39	57	93	51	55	107	73	68
	Grade I	65	26	40	69	34	49	78	61	78
	Grade II	40	5	13	36	18	50	56	31	55
	Intermediate	29	12	41	35	15	43	33	19	57
	Final	5	–	–	8	1	12	11	2	18
	total	208	82	39·4	241	119	49·4	285	186	65·3
RUSSIAN	Preliminary	16	8	50	31	13	42	25	23	92
	Grade I	41	14	34	8	1	12	15	10	66
	Grade II	15	5	33	12	1	8	9	4	44
	Intermediate	24	15	63	34	7	21	31	8	25
	Final	13	6	46	14	4	29	10	6	60
	total	109	48	44·0	99	26	26·3	90	51	56·7
SPANISH	Preliminary	222	159	72	213	172	81	280	200	71
	Grade I	143	80	56	136	53	40	171	105	61
	Grade II	104	46	44	122	94	77	100	65	65
	Intermediate	76	41	55	93	54	58	79	49	62
	Final	6	4	67	11	8	73	15	8	53
	total	551	330	60·0	575	381	66·3	645	427	66·2

Figures by courtesy of the Institute of Linguists

Table FE(7) SCOTTISH COUNCIL FOR COMMERCIAL, ADMINISTRATIVE AND PROFESSIONAL EDUCATION (SCCAPE)

1. SECRETARIAL CERTIFICATE (all stages) 1968-71

Language	year and month		Junior Stage I				Stage II				Advanced Stage III			
			entry	pass	*total*		entry	pass	*total*		entry	pass	*total*	
FRENCH	1968	April	–	–			–	–			–	–		
		June	–	–			87	74			–	–		
		Dec.	–	–	–	–	–	–	87	74	–	–	–	–
	1969	April	42	36			5	4			–	–		
		June	–	–			155	126			–	–		
		Dec.	24	23	66	59	13	12	173	142	–	–	–	–
	1970	April	34	28			–	–			–	–		
		June	42	22			88	68			47	45		
		Dec.	–	–	76	50	–	–	88	68	–	–	47	45
	1971	April	16	14			20	6			–	–		
		June	13	12			115	89			46	43		
		Dec.	21	20	50	46	72	54	207	149	1	1	47	44
GERMAN	1968	April	–	–			–	–			–	–		
		June	–	–			17	15			–	–		
		Dec.	–	–	–	–	–	–	17	15	–	–	–	–
	1969	April	–	–			–	–			–	–		
		June	8	7			33	28			–	–		
		Dec.	–	–	8	7	4	4	37	32	–	–	–	–
	1970	April	11	8			–	–			–	–		
		June	6	5			23	17			14	13		
		Dec.	–	–	17	13	–	–	23	17	–	–	14	13
	1971	April	10	7			11	8			–	–		
		June	19	17			40	37			23	15		
		Dec.	1	1	30	25	31	21	82	66	2	2	25	17
ITALIAN	1968	April	–	–			–	–			–	–		
		June	–	–			–	–			–	–		
		Dec.	–	–	–	–	–	–	–	–	–	–	–	–
	1969	April	–	–			–	–			–	–		
		June	6	6			–	–			–	–		
		Dec.	2	1	8	7	–	–	–	–	–	–	–	–
	1970	April	10	8			–	–			–	–		
		June	8	7			1	1			–	–		
		Dec.	–	–	18	15	–	–	1	1	–	–	–	–
	1971	April	–	–			–	–			–	–		
		June	3	3			1	0			2	1		
		Dec.	11	11	14	14	–	–	1	0	–	–	2	1
RUSSIAN	1968	April	–	–			–	–			–	–		
		June	–	–			–	–			–	–		
		Dec.	–	–	–	–	–	–	–	–	–	–	–	–
	1969	April	–	–			–	–			–	–		
		June	4	1			–	–			–	–		
		Dec.	–	–	4	1	–	–	–	–	–	–	–	–
	1970	April	–	–			–	–			–	–		
		June	–	–			1	1			–	–		
		Dec.	–	–	–	–	–	–	1	1	–	–	–	–
	1971	April	–	–			–	–			–	–		
		June	–	–			–	–			–	–		
		Dec.	–	–	–	–	–	–	–	–	–	–	–	–

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SCCAPE

1. SECRETARIAL CERTIFICATE (all stages) 1968-71—contd

Language	year and month		Junior Stage I entry	pass	*total*		Stage II entry	pass	*total*		Advanced Stage III entry	pass	*total*	
SPANISH	1968	April	–	–			–	–			–	–		
		June	10	9			–	–			–	–		
		Dec.	–	–	10	9	–	–	–	–	–	–	–	–
	1969	April	–	–			–	–			–	–		
		June	10	10			–	–			–	–		
		Dec.	3	3	13	13	–	–	–	–	–	–	–	–
	1970	April	4	3			–	–			–	–		
		June	9	9			17	12			–	–		
		Dec.	–	–	13	12	–	–	17	12	–	–	–	–
	1971	April	–	–			11	10			–	–		
		June	11	10			10	6			6	6		
		Dec.	–	–	11	10	–	–	21	16	–	–	6	6

2. DIPLOMA FOR GRADUATE SECRETARIES

year and month		FRENCH no.	pass	GERMAN no.	pass	ITALIAN no.	pass	RUSSIAN no.	pass	SPANISH no.	pass
1968	June	12	9	–	–	–	–	–	–	–	–
	Sept.	–	–	–	–	–	–	–	–	–	–
1969	June	15	14	6	6	2	2	–	–	–	–
	Sept.	2	2	–	–	–	–	–	–	–	–
1970	June	16	16	6	6	–	–	–	–	–	–
	Sept.	–	–	–	–	–	–	–	–	–	–
1971	June	41	36	22	21	–	–	–	–	4	0
	Sept.	1	0	1	1	–	–	–	–	–	–

3. SCOTTISH NATIONAL CERTIFICATE IN BUSINESS STUDIES

1967	May	26	14	–	–	1	1	–	–	–	–
	Dec.	6	3	–	–	–	–	–	–	–	–
1968	May	27	15	8	7	1	1	–	–	–	–
	Dec.	6	2	–	–	–	–	–	–	–	–
1969	May	28	18	4	4	–	–	–	–	–	–
	Dec.	9	3	–	–	–	–	–	–	–	–
1970	May	24	17	–	–	–	–	–	–	–	–
	Dec.	29	18	–	–	–	–	–	–	–	–
1971	May	–	–	–	–	–	–	–	–	–	–
	Dec.	–	–	–	–	–	–	–	–	–	–

Figures by courtesy of SCCAPE

Table FE (8) NORTHERN COUNTIES TECHNICAL EXAMINATIONS COUNCIL

1. WRITTEN AND ORAL EXAMINATIONS 1970, 1971

		FRENCH		GERMAN		ITALIAN		RUSSIAN		SPANISH	
		entry	pass	entry	pass	entry	pass	entry	pass	entry	pass
1970	I	25	23	82	59	26	25	3	3	56	50
	II	27	24	28	24	14	12	1	1	19	16
	III	8	6	18	17	9	8	1	1	6	4
	IV			8	8						
	V			2	1						
	VI	4	4	2	1						
	total :	64	59	140	110	49	45	5	5	82	71
1971	I	28	23	67	42	18	15			38	33
	II	25	22	33	31	7	7	1	1	8	8
	III	1	1	3	2	3	3	1	1	5	3
	IV			10	10			4	4	1	1
	V			3	3						
	VI	2	3	1	1						
	total :	56	48	117	89	28	25	6	6	52	45

2. WHOLLY ORAL EXAMINATIONS 1970-71

	FRENCH				GERMAN				SPANISH			
	1970		1971		1970		1971		1970		1971	
grade	entry	pass	entry	pass	entry	pass	entry	pass	entry	pass	entry	pass
I	5	4	3	3	25	25	16	15	8	8	6	5
II	5	4	0	0	3	3	9	9	4	4	2	2
total :	10	8	3	3	28	28	25	24	12	12	8	7

Figures by courtesy of the Northern Counties Technical Examinations Council

Table FE(9) EAST MIDLAND EDUCATIONAL UNION

1. WRITTEN AND ORAL EXAMINATIONS 1961, 1966

	grade	FRENCH		GERMAN		SPANISH	
		entry	pass	entry	pass	entry	pass
1961	S.1	26	19	27	22	19	12
	S.2	33	20	10	9		
	S.3	16	12	2	1		
1966	S.1	28	14	39	24	19	17
	S.2	22	13	13	11		
	S.3	6	5				
	S.4	1	1				

2. PRACTICAL LANGUAGES 1972*

grade	FRENCH		GERMAN		ITALIAN		SPANISH	
	entry	pass	entry	pass	entry	pass	entry	pass
S.1	46	38	121	103	5	4	10	10
S.2	16	16	29	27	2	2		

*The present scheme of 'practical language' examinations has now replaced the earlier 'traditional' system.

Figures by courtesy of East Midland Education Union

STATISTICS OF EDUCATION November 1969 England and Wales

1. Students taking ADVANCED COURSES leading to recognised qualifications at grant-aided establishments

subject	full-time courses		sandwich courses		part-time day		evening only		all courses			1st year students
	M	F	M	F	M	F	M	F	M	F	T	
i. UNIVERSITY FIRST DEGREES												
RUSSIAN Language* and studies							13	23	13	23	36	36
ii. CNAA FIRST DEGREES												
FRENCH Language and Studies	26	34							26	34	60	32
SPANISH Language and Studies	9	13							9	13	22	22
Other Languages and Literature	192	221	8	10					200	231	431	220
iii. PROFESSIONAL QUALIFICATIONS												
FRENCH Language and Studies	46				18	31	98	156	162	187	349	283
FRENCH/GERMAN Lang. and Studies							11	9	11	9	20	20
SPANISH Language and Studies							1	1	1	1	2	2
Other W. EUROPEAN Lang. and Studies							7	16	7	16	23	13
RUSSIAN Language and Studies	4	6							4	6	10	10
iv. COLLEGE DIPLOMAS AND CERTIFICATES												
Other W. EUROPEAN Lang. and Studies	32	23							32	23	55	20
ORIENTAL, ASIAN & AFRICAN	3	8							3	8	11	11
Other Languages and Literature	59	272							59	272	331	172
v. OTHER ADVANCED COURSES												
FRENCH Language and Studies							12	32	12	32	44	34

*BA (Subsidiary) course at the Polytechnic of Central London (Holborn College). In other years French, German etc. have also appeared in this section.

2. Students taking NON-ADVANCED COURSES leading to recognised qualifications at grant-aided establishments

i. REGIONAL EXAMINING BOARDS

subject	full-time courses		sandwich courses		part-time day		evening only		all courses			1st year students
	M	F	M	F	M	F	M	F	M	F	T	
FRENCH Language and Studies						7	320	584	320	591	911	694
GERMAN Language and Studies					6	18	401	469	407	487	894	716
SPANISH Language and Studies						2	130	257	130	259	389	297
Other W. EUROPEAN Lang. and Studies							95	216	95	216	311	206
RUSSIAN Language and Studies							15	23	15	23	38	35

ii. OTHER NON-ADVANCED COURSES

subject	full-time courses M	full-time courses F	sandwich courses M	sandwich courses F	part-time day M	part-time day F	evening only M	evening only F	all courses M	all courses F	all courses T	1st year students
FRENCH Language and Studies		136			23	57	936	1,260	959	1,458	2,412	1,570
GERMAN Language and Studies		7			14	22	1,010	950	1,024	979	2,003	1,378
FRENCH/GERMAN Lang. and Studies	3	149		37	9	63	186	189	198	438	636	292
SPANISH Language and Studies		8			2	21	347	633	349	662	1,011	635
Other W. EUROPEAN Lang. and Studies					1	11	272	432	273	443	716	449
RUSSIAN Language and Studies	16	14			5	18	166	154	187	186	373	284
Other CENTRAL & E. EUROPEAN Lang. and Studies							10	33	10	33	43	36
ORIENTAL, ASIAN, & AFRICAN							7	2	7	2	9	4

Table SCH(1) EXAMINATIONS : LANGUAGES ONLY

1. GCE ORDINARY LEVEL

FGIRS : Summer Examinations only

Language	year	boys		girls		total	
		entries	% pass	entries	% pass	entries	% pass
FRENCH	1961	72,569	52·3	64,104	63·2	136,637	57·4
	1966	80,940	55·7	77,197	66·2	158,137	60·8
	1968	73,060	55·7	76,473	65·6	149,533	60·8
	1969	71,734	55·8	76,051	66·0	147,785	61·1
	1970	69,632	55·3	76,298	66·2	145,930	61·0
	1971	66,484	54·7	76,507	64·8	142,991	60·1
GERMAN	1961	11,774	53·9	11,081	65·7	22,855	59·6
	1966	15,719	53·9	16,788	63·7	32,507	59·0
	1968	15,792	53·7	18,315	64·9	34,107	64·9
	1969	15,668	55·2	18,554	64·9	34,222	60·4
	1970	15,839	55·7	19,142	64·2	34,981	60·4
	1971	15,463	56·2	19,692	64·7	35,155	61·0
ITALIAN	1961	185	59·5	466	67·0	651	64·8
	1966	1,146	38·7	1,943	52·9	3,089	47·6
	1968	1,044	57·1	2,384	69·8	3,428	65·9
	1969	1,270	60·1	2,517	70·2	3,787	66·8
	1970	938	73·9	2,537	67·6	3,475	69·3
	1971	966	58·6	2,490	69·3	3,456	66·3
RUSSIAN	1961	584	63·7	177	83·6	761	68·3
	1966	1,657	64·5	1,213	74·9	2,870	68·9
	1968	1,741	64·6	1,393	76·8	3,134	70·0
	1969	1,748	64·4	1,613	71·4	3,361	67·8
	1970	1,709	60·9	1,661	71·3	3,370	66·0
	1971	1,662	63·1	1,483	68·1	3,145	65·5
SPANISH	1961	3,286	50·6	3,454	61·0	6,740	55·9
	1966	4,330	50·6	5,718	62·8	10,048	57·5
	1968	4,151	51·7	6,456	60·3	10,607	56·9
	1969	4,295	52·0	6,577	60·2	10,872	56·9
	1970	4,182	54·3	6,761	61·2	10,943	58·6
	1971	4,069	55·5	6,901	61·9	10,970	59·6
total candidates (all subjects) :	1961	218,030		163,360		381,390	
	1966	333,847		255,395		589,242	
	1968	342,928		284,173		627,101	
	1969	344,700		294,284		638,984	
	1970	342,476		301,866		644,342	
	1971	352,452		313,992		666,444	

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Table SCH (1) contd.

2. GCE ADVANCED LEVEL **FGIRS : Summer Examinations only**

Language	year	boys		girls		total	
		entries	% pass	entries	% pass	entries	% pass
FRENCH	1961	7,685	67·4	8,572	72·5	16,230	70·1
	1966	11,220	67·2	15,067	72·7	26,287	70·4
	1968	11,145	66·3	16,006	72·4	27,151	69·9
	1969	10,625	66·1	16,050	71·7	26,675	69·5
	1970	9,822	65·4	16,103	72·2	25,925	69·6
	1971	9,361	66·1	16,382	72·7	25,743	70·3
GERMAN	1961	2,584	72·2	2,129	77·4	4,713	74·5
	1966	3,574	72·1	3,911	76·3	7,485	74·3
	1968	3,591	74·4	4,349	77·3	7,940	76·0
	1969	3,261	72·3	4,337	76·4	7,598	74·7
	1970	3,100	71·8	4,420	77·3	7,520	75·1
	1971	3,001	73·2	4,650	76·9	7,651	75·4
ITALIAN	1961	187	41·2	139	74·8	326	55·5
	1966	219	84·0	361	84·2	580	84·1
	1968	247	73·3	499	79·0	746	77·1
	1969	335	78·8	602	76·2	937	77·2
	1970	325	68·6	609	81·6	934	77·1
	1971	309	69·9	613	80·1	922	76·7
RUSSIAN	1961	144	80·6	86	90·7	230	84·3
	1966	369	74·3	273	75·5	642	74·8
	1968	403	79·7	376	83·0	729	81·3
	1969	374	76·7	389	84·1	763	80·5
	1970	402	76·9	408	76·0	810	76·4
	1971	429	82·8	417	83·9	846	83·3
SPANISH	1961	902	73·9	510	78·2	1,412	75·5
	1966	1,128	74·4	1,126	77·8	2,254	76·1
	1968	1,174	77·8	1,372	82·1	2,546	80·1
	1969	1,094	76·3	1,386	80·9	2,480	78·9
	1970	1,023	76·8	1,549	78·2	2,572	77·6
	1971	977	74·8	1,632	78·9	2,609	77·4
total candidates (all subjects) :	1961	70,950		33,640		104,590	
	1966	116,805		64,081		180,886	
	1968	125,184		77,990		203,174	
	1969	129,437		83,167		212,604	
	1970	124,563		81,599		206,162	
	1971	127,214		87,162		214,376	

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Table SCH (1) contd.

3. GCE ADVANCED LEVEL

Summer 1965 and Summer 1969, by grade and sex

Language	boys girls total	no. of entries	no. of passes	Passes as percentage of entries						
				all passes	Grade of Pass A	B	C	D	E	'O' level pass
1965										
FRENCH	B	11,221	7,567	67·4	7·6	14·0	9·1	14·1	22·6	22·2
	G	14,378	10,508	73·1	9·9	18·2	10·8	14·2	20·1	17·7
	T	25,599	18,075	70·6	8·9	16·3	10·0	14·2	21·2	19·6
GERMAN	B	3,572	2,536	71·0	9·9	15·9	9·4	14·9	21·0	19·5
	G	3,535	2,775	78·5	10·7	19·5	11·9	14·6	21·8	14·7
	T	7,107	5,311	74·7	10·3	17·7	10·6	14·7	21·4	17·1
ITALIAN	B	258	211	81·8	6·6	8·1	24·8	18·6	23·6	14·0
	G	327	300	91·7	11·0	19·6	37·0	13·5	10·7	7·3
	T	585	511	87·4	9·1	14·5	31·6	15·7	16·4	10·3
RUSSIAN	B	350	281	80·3	11·1	13·4	15·7	20·3	19·7	13·1
	G	252	209	82·9	15·1	17·1	21·0	12·7	17·1	12·7
	T	602	490	81·4	12·8	15·0	17·9	17·1	18·6	13·0
SPANISH	B	1,197	888	74·2	8·8	16·5	12·4	12·6	24·0	18·7
	G	1,016	785	77·3	9·9	18·1	14·3	15·3	19·7	15·6
	T	2,213	1,675	75·6	9·3	17·2	13·2	13·8	22·0	17·3
ALL SUBJECTS	B	243,819	164,739	67·6	8·8	14·1	10·1	13·6	20·3	19·0
	G	126,616	90,049	71·1	8·4	15·6	10·9	14·6	21·5	18·5
	T	370,435	254,788	68·8	8·6	14·6	10·4	14·0	20·7	18·8
1969										
FRENCH	B	10,625	7,023	66·1	7·4	13·6	11·7	14·1	19·3	20·8
	G	16,050	11,505	71·7	11·0	15·9	11·7	15·7	17·3	18·8
	T	26,675	18,528	69·5	9·6	15·0	11·7	15·1	18·1	19·6
GERMAN	B	3,261	2,359	72·3	11·2	14·7	12·5	15·3	18·6	18·1
	G	4,337	3,314	76·4	13·5	17·9	13·1	13·3	18·5	15·3
	T	7,598	5,673	74·7	12·5	16·5	12·9	14·2	18·6	16·5
ITALIAN	B	335	264	78·8	10·4	12·5	16·1	17·9	21·8	14·6
	G	602	459	76·2	13·5	20·1	12·0	14·5	16·3	18·3
	T	937	723	77·2	12·4	17·4	13·4	15·7	18·2	17·0
RUSSIAN	B	374	287	76·7	14·4	15·5	11·0	18·4	17·4	17·4
	G	389	327	84·1	14·4	19·3	12·1	19·5	18·8	11·8
	T	763	614	80·5	14·4	17·4	11·5	19·0	18·1	14·5
SPANISH	B	1,094	835	76·3	11·4	15·7	12·4	13·9	22·9	14·8
	G	1,386	1,121	80·9	10·2	18·1	12·4	18·9	21·2	12·0
	T	2,480	1,956	78·9	10·8	17·1	12·4	16·7	21·9	13·2
ALL SUBJECTS	B	266,213	176,069	66·1	8·6	12·8	11·3	13·5	19·5	17·9
	G	162,714	114,969	70·7	8·8	14·4	12·3	14·5	20·6	17·4
	T	428,927	291,038	67·9	8·7	13·4	11·7	13·9	19·9	17·7

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Table SCH (1) contd.

NORTHERN IRELAND GCE 1967-71

4. ORDINARY LEVEL

5. ADVANCED LEVEL

Language	year	Ordinary level entries	% passes	Advanced level entries	% pass	% 'O' level
FRENCH	1967	7,127	71·21	1,049	78·60	14·40
	1968	6,891	68·29	1,171	76·17	15·97
	1969	7,423	67·71	1,365	69·96	21·25
	1970	7,523	64·91	1,336	67·14	23·49
	1971	7,425	63·56	1,546	69·21	22·26
GERMAN	1967	943	77·52	268	75·75	16·42
	1968	953	74·82	250	70·40	17·60
	1969	1,009	72·45	295	70·17	22·03
	1970	989	73·91	298	71·81	21·81
	1971	1,061	76·81	296	69·26	21·97
ITALIAN	1967	27	66·67	0		
	1968	41	68·29	0		
	1969	65	80·00	0		
	1970	42	76·19	9	100·00	
	1971	33	96·97	24	91·67	4·17
RUSSIAN	1967	40	67·50	5	100.00	
	1968	29	86·21	10	80·00	20·00
	1969	45	71·11	7	85·71	14·29
	1970	65	89·23	7	85·71	14·29
	1971	38	86·84	11	90·91	0
SPANISH	1967	474	66·11	78	80·77	12·82
	1968	518	65·83	84	78·57	15·48
	1969	700	65·57	105	83·81	7·62
	1970	795	67·42	108	79·63	12·96
	1971	949	69·55	171	83·63	13·45

Figures by courtesy of Northern Ireland Examining Board

SCOTLAND SCE 'O' GRADE, 'H' GRADE AND CERTIFICATE OF SIXTH YEAR STUDIES

6. ORDINARY GRADE 1966-71

7. HIGHER GRADE 1966-71

Language	year	entries	% pass	entries	% pass
FRENCH	1966	17,549	74·0	9,722	78·7
	1968	19,763	73·8	11,716	73·2
	1969	20,724	75·2	11,952	73·8
	1970	21,481	75·1	12,186	72·6
	1971	21,194	72·2	12,741	72·6
GERMAN	1966	3,692	82·2	2,431	84·2
	1968	4,215	79·7	2,776	80·9
	1969	4,377	78·5	2,876	81·1
	1970	4,427	77·9	2,930	81·0
	1971	3,057	78·2	2.302	79·8
ITALIAN	1966	215	85·6	160	81·9
	1968	362	73·8	284	79·6
	1969	373	72·7	288	79·5
	1970	425	69·2	316	77·5
	1971	498	74·1	357	75·4
RUSSIAN	1966	272	72·4	163	86·5
	1968	348	80·5	229	79·5
	1969	382	78·5	202	80·7
	1970	384	67·2	230	75·7
	1971	353	76·8	230	79·1
SPANISH	1966	782	78·3	496	80·8
	1968	1,147	73·1	626	79·1
	1969	1,173	73·1	678	77·0
	1970	1,259	69·7	774	74·5
	1971	1,246	70·9	822	73·0

continued on next page

Table SCH (1) contd.

8. CERTIFICATE OF SIXTH YEAR STUDIES† 1968-71 (entries)

FRENCH	1968	544
	1969	745
	1970	791
	1971	897
GERMAN	1968	—
	1969	244
	1970	284
	1971	366

† Offered in French and German only

Figures taken from SCEEB Supplement

9. CSE GRADES AWARDED IN FGIRS, 1965-71 (all modes)

		Grade 1			Grades 2 – 5		
Language	year	boys	girls	total	boys	girls	total
FRENCH	1965	370	883	1,253	3,069	3,601	6,670
	1968	1,814	4,131	5,945	13,982	16,761	30,743
	1969	2,052	5,175	7,227	16,636	21,403	38,039
	1970	2,231	5,918	8,149	18,559	24,669	43,228
	1971	2,579	6,035	8,614	21,665	28,450	50,115
GERMAN	1965	52	52	144	387	403	790
	1968	283	404	687	1,882	1,701	3,583
	1969	360	495	855	2,335	2,296	4,631
	1970	301	627	928	2,592	2,646	5,238
	1971	405	765	1,170	2,700	3,187	5,887
ITALIAN	1965	—	—	—	—	—	—
	1968	1	26	27	29	68	97
	1969	2	45	47	16	58	74
	1970	2	33	35	19	96	115
	1971	17	58	75	35	145	180
RUSSIAN	1965	1	1	2	5	12	17
	1968	14	19	33	39	48	87
	1969	16	15	31	55	71	126
	1970	23	45	68	56	101	157
	1971	20	38	58	57	98	155
SPANISH	1965	25	17	42	110	75	185
	1968	98	162	260	517	658	1,175
	1969	86	198	284	683	881	1,564
	1970	83	143	326	648	904	1,552
	1971	112	268	380	681	1,130	1,811

Figures from HMSO, Statistics of Education

10. SCHOOLS COUNCIL MODERN LANGUAGES PROJECT

Experimental 'O' level

	FRENCH		GERMAN		RUSSIAN		SPANISH	
year	entry	% pass	entry	% pass	entry	% pass	entry	% pass
1969					202	56·4	176	54·5
1970			151	54·0	247	60·3	202	55·0
1971	105	77·1	355	46·5	328	65·5	405	57·5
1972	972	60·6	479	51·3	364	68·1	818	59·1

Figures by courtesy of SCMLP

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Table SCH (1) contd.

11. GCE AND CSE ENTRIES IN FGIRS COMPARED FOR YEARS 1968-71

Language	year	GCE 'O' level (Summer) boys	GCE 'O' level (Summer) girls	GCE 'O' level (Summer) total	CSE (all modes) boys	CSE (all modes) girls	CSE (all modes) total
FRENCH	1968	73,060	76,473	149,533	16,852	21,475	38,327
	1969	71,734	76,051	147,785	20,219	27,458	47,677
	1970	69,632	76,298	145,930	22,563	31,580	54,143
	1971	66,484	76,507	142,991	24,244	34,485	58,729
GERMAN	1968	15,792	18,315	34,107	2,282	2,167	4,449
	1969	15,668	18,554	34,222	2,867	2,861	5,728
	1970	15,839	19,142	34,981	3,128	3,375	6,503
	1971	15,463	19,692	35,155	3,105	3,952	7,057
ITALIAN	1968	1,044	2,384	3,428	34	96	130
	1969	1,270	2,517	3,787	21	104	125
	1970	938	2,537	3,475	22	131	153
	1971	966	2,490	3,456	52	203	255
RUSSIAN	1968	1,741	1,393	3,134	57	68	125
	1969	1,748	1,613	3,361	75	89	164
	1970	1,709	1,661	3,370	83	149	232
	1971	1,662	1,483	3,145	77	136	213
SPANISH	1968	4,151	6,456	10,607	667	890	1,557
	1969	4,295	6,577	10,872	842	1,154	1,996
	1970	4,182	6,761	10,943	783	1,228	2,011
	1971	4,069	6,901	10,970	793	1,398	2,191

12. SCHOOL LEAVERS WITH COMBINATIONS OF 'A' LEVEL SUBJECTS

Total of school leavers in 1968 – 1969 with 'A' level passes in at least one *modern or classical* foreign language and numbers of these leavers with passes in (a) at least one *modern* foreign language plus one science/maths subject and (b) at least one *modern* foreign language plus one 'social science' subject.* (a) and (b) being expressed as a percentage of the total.**

	Total	(a) Science/Maths Combinations (%)	(b) Social Sciences Combinations (%)
Boys	7,350	5·2	16·4
Girls	12,120	4·1	11·0
Boys and Girls Upper Grade	9,610	5·0	13·8
Boys and Girls Lower Grade	9,860	4·1	12·2
TOTAL	19,470	4·6	13·0

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* By 'social science' subjects are implied geography, economics, economic history, vocational subjects (domestic and commercial), but *not* general studies.

** These figures are based on a random sample of 1/10th of school leavers in 1968–1969.

Details of standard errors of percentages may be found in the Explanatory Notes to vol. 2 of *Statistics of Education.*

Table SCH(2) EXAMINATIONS : LANGUAGES & OTHER SUBJECTS

Total examination candidates, 1969, as an indication of relative size

1. CSE AND GCE 'O' AND 'A' LEVELS, all subjects, Summer 1969

Source	boys girls total	CSE	'O' level	'A' level
Recognised Schools	B	118.603	222,653	74,040
	G	115,031	198,076	52,402
	T	233,634	420,729	126,442
Grant-aided Further Education	B	158	61,888	26,419
	G	390	55,284	17,419
	T	548	117,172	43,838
Candidates *under* 19 years on 1.IX.69	B		291,755	82,227
	G	—	262,069	64,710
	T		553,824	146,937
Candidates 19 and *over* on 1.IX.69	B		52,945	47,210
	G	—	32,215	18,457
	T		85,160	65,667
TOTAL CANDIDATES	B	118,761	344,700	129,437
	G	115,421	294,284	83,167
	T	234,182	638,984	212,604

Large numbers of candidates entered at more than one level at a time, e.g. 138,050 sat both CSE and GCE 'O' level papers; 37,697 sat both 'O' and 'A' level papers; 1,542 sat papers in all three.

continued on next page

Table SCH (2) contd.

2. CSE AND GCE PASSES, 1959-70, for French, German, and all subjects

Subject	Exam.	[illegible] total	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	% change 1960–70
FRENCH	CSE*	B	—	—	—	—	—	—	3,439	8,967	12,625	15,796	18,688	[illegible]	N/A
		G							4,484	11,665	16,028	20,892	26,578	30,587	
		T							7,923	20,632	28,653	36,688	45,266	51,377	
	GCE 'O' level	B	35,987	39,336	37,939	42,520	45,597	45,937	45,060	45,112	42,431	40,714	40,060	38,532	−2·0
		G	36,858	41,016	40,512	44,368	50,401	51,459	49,936	51,078	49,708	50,194	50,214	50,540	23·2
		T	72,836	80,352	78,451	86,888	95,998	97,396	94,996	96,190	92,139	90,908	90,274	89,072	10·9
	GCE 'A' level	B	4,554	4,920	5,159	5,423	6,067	6,697	7,567	7,543	7,415	7,391	7,023	6,419	30·5
		G	4,484	5,357	6,216	7,031	7,456	8,921	10,508	10,954	11,103	11,590	11,505	11,630	117·1
		T	9,038	10,277	11,375	12,454	13,523	15,618	18,075	18,497	18,518	18,981	18,528	18,049	75·6
GERMAN	CSE	B	—	—	—	—	—	—	439	1,337	1,916	2,165	2,695	2,893	N/A
		G							495	1,130	1,687	2,105	2,791	3,273	
		T							934	2,467	3,603	4,270	5,486	6,166	
	GCE 'O' level	B	5,447	5,740	6,350	6,456	7,830	8,041	8,456	8,474	8,493	8,479	8,642	8,828	53·8
		G	6,194	6,977	7,275	7,868	9,600	10,288	10,408	10,690	11,070	11,892	12,041	12,292	76·2
		T	11,641	12,717	13,625	14,324	17,430	18,329	18,864	19,164	19,563	20,371	20,683	21,120	66·1
	GCE 'A' level	B	1,597	1,784	1,865	1,952	2,055	2,233	2,536	2,578	2,515	2,672	2,359	2,226	24·8
		G	919	1,318	1,648	1,773	1,874	2,245	2,775	2,983	3,096	3,362	3,314	3,418	159·3
		T	2,516	3,102	3,513	3,725	3,929	4,478	5,311	5,561	5,611	6,034	5,673	5,644	82·0
ALL SUBJECTS	CSE	B	—	—	—	—	—	—	131,122	288,011	376,805	445,775	515,012	563,332	N/A
		G							85,217	200,967	279,504	347,203	412,706	458,322	
		T							216,339	488,978	656,309	792,978	927,718	1,021,654	
	GCE 'O' level	B	452,858	497,196	516,290	570,477	671,275	674,975	665,284	654,057	651,402	658,257	668,656	669,580	34·7
		G	394,822	430,832	436,393	480,374	571,011	589,284	592,399	598,356	605,078	629,404	656,873	656,239	52·3
		T	847,680	928,028	952,683	1,050,851	1,242,286	1,264,259	1,257,683	1,252,413	1,256,490	1,287,661	1,325,529	1,325,819	42·9
	GCE 'A' level	B	90,156	100,634	113,799	122,116	130,581	142,111	164,739	167,214	172,621	177,894	176,069	180,673	79·5
		G	38,601	45,728	54,095	60,120	63,672	73,487	90,049	94,282	100,678	108,739	114,969	122,653	168·2
		T	128,757	146,362	167,894	182,236	194,253	215,598	254,788	261,496	273,299	286,633	291,038	303,326	107·2

*Grade 5 or better

Table SCH (2) contd.

3. CSE GRADES IN FGIRS COMPARED WITH OTHER SUBJECTS (all modes) 1969

Language		Entries	% of entries		
			grade 1	4 or better	5 or better
FRENCH	boys	20,219	10·1	78·1	92·4
	girls	27,458	18·8	88·7	96·8
	total	47,677	15·2	84·2	94·9
GERMAN	boys	2,867	12·6	83·7	94·0
	girls	2,861	17·3	91·1	97·6
	total	5,728	14·9	87·4	95·8
ITALIAN	boys	21	9·5	85·7	85·7
	girls	104	43·3	96·2	99·0
	total	125	37·6	94·4	96·8
RUSSIAN	boys	75	21·3	86·7	94·7
	girls	89	16·9	82·0	96·6
	total	164	18·9	84·1	95·7
SPANISH	boys	842	10·2	76·1	91·3
	girls	1,154	17·2	85·1	94·4
	total	1,996	14·2	81·3	93·1
HISTORY	boys	36,041	13·5	80·5	92·4
	girls	31,900	15·0	83·5	94·1
	total	67,941	14·2	91·9	93·2
GEOGRAPHY	boys	48,069	13·9	84·5	95·2
	girls	32,821	11·0	81·3	94·0
	total	80,890	12·7	83·2	94·7
ENGLISH	boys	92,563	10·0	85·0	97·7
	girls	80,594	21·4	93·4	98·1
	total	173,157	15·3	88·9	96·8
MATHEMATICS	boys	85,061	15·6	78·4	91·3
	girls	68,609	10·1	74·1	89·4
	total	153,670	13·2	88·9	96·8
PHYSICS	boys	44,390	11·9	83·2	94·3
	girls	3,670	8·9	80·7	93·5
	total	48,060	11·7	83·0	94·2

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Table SCH (2) contd.

4. CSE MODES COMPARED, 1969–70, languages and other subjects

Subject	year	boys girls total	*Mode 1*		*Mode 2*		*Mode 3*	
			entries	% grade 1	entries	% grade 1	entries	% grade 1
MODERN LANGUAGES	1969	B	22,160	10·5	392	11·0	1,785	12·0
		G	29,233	18·5	490	22·7	2,375	21·6
		T	51,393		882		4,160	
	1970	B	24,261	9·8	371	8·9	2,249	12·1
		G	33,426	18·6	548	22·8	2,929	20·7
		T	57,687		919		5,178	
ARTS: incl. MODERN LANGUAGES	1969	B	161,819	12·4	5,616	11·4	26,220	15·4
		G	160,803	20·0	4,988	20·4	24,097	25·0
		T	322,622		10,604		50,317	
	1970	B	175,634	12·7	5,852	11·5	30,071	15·6
		G	174,510	20·1	5,639	20·5	27,717	25·5
		T	350,144		11,491		57,788	
SCIENCE, MATHS. & TECHNICAL SUBJECTS	1969	B	250,003	14·9	9,935	15·4	31,982	17·7
		G	107,225	10·3	6,386	8·4	14,623	15·4
		T	357,228		16,321		46,605	
	1970	B	271,311	15·3	10,616	15·4	38,186	17·6
		G	121,269	10·8	6,013	9·0	17,143	16·0
		T	392,580		16,629		55,329	
SOCIAL SCIENCE & VOCATIONAL SUBJECTS	1969	B	50,776	13·2	2,317	14·5	9,073	15·3
		G	100,572	13·5	2,873	18·4	13,415	20·0
		T	151,348		5,190		22,488	
	1970	B	55,081	14·0	2,521	16·3	11,084	15·1
		G	109,656	14·3	3,235	16·8	16,777	30·3
		T	164,737		5,756		27,861	
Total	1969	B	462,598	13·8	17,868	14·0	67,275	16·5
		G	368,600	15·4	14,247	14·7	52,135	21·0
		T	831,198		32,115		119,410	
	1970	B	502,026	14·2	18,989	14·3	79,341	16·5
		G	405,435	15·8	14,887	15·0	61,637	21·4
		T	907,461		33,876		140,978	

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Table SCH (2) contd.

5. GCE PASSES IN VARIOUS SUBJECTS, with % change 1960-1970

Subject	boys girls total	'O' level			'A' level		
		1960	1970	% change	1960	1970	% change
ALL SUBJECTS	B	494,196	669,580	34·7	100,634	180,673	79·5
	G	430,832	656,239	52·3	45,728	122,653	168·2
	T	928,028	1,325,819	42·9	146,362	303,326	107·2
FRENCH	B	39,336	38,532	–2·0	4,920	6,419	30·5
	G	41,016	50,540	23·2	5,357	11,630	117·1
	T	80,352	89,072	10·9	10,277	18,049	75·6
LATIN	B	15,566	13,354	–14·2	2,564	1,846	–28·0
	G	12,569	14,457	15·0	2,346	2,288	–2·5
	T	28,135	27,811	–1·2	4,910	4,134	–15·8
ENGLISH LANGUAGE*	B	73,074	94,074	28·7	6,079*	15,041	147·4
	G	68,252	112,590	65·0	8,486	26,331	210·3
	T	141,326	206,664	46·2	14,565	41,372	184·1
MATHEMATICS	B	81,826	101,557	24·1	23,289	34,866	49·7
	G	34,800	56,053	61·1	3,569	8,603	141·0
	T	116,626	157,610	35·1	26,858	43,469	61·8
GEOGRAPHY	B	37,268	52,129	39·9	4,549	12,890	183·4
	G	30,798	41,688	35·4	3,116	9,115	192·5
	T	68,066	93,817	37·8	7,665	22,005	187·1
HISTORY	B	31,223	35,026	12·2	7,279	13,166	80·9
	G	36,174	39,295	8·6	4,951	12,451	151·5
	T	67,397	74,321	10·3	12,230	25,617	109·5
CHEMISTRY	B	26,869	36,156	34·6	13,917	16,136	15·9
	G	6,197	14,711	137·4	2,688	5,301	97·2
	T	33,066	50,867	53·8	16,605	21,437	29·1
PHYSICS	B	32,759	47,846	46·1	18,009	23,350	29·7
	G	5,469	11,997	119·4	2,510	4,684	86·6
	T	38,228	59,843	56·5	20,519	28,034	36·6
BIOLOGY	B	13,553	31,243	130·5	2,207†	6,837	209·8†
	G	34,362	56,852	65·5	1,565	6,515	316·3
	T	47,915	88,095		3,772	13,352	

* for 'A' level, the figures quoted are for English literature:
'O' level English literature figures are:

B	38,293	52,104	36·1%
G	56,583	82,945	46·6%
T	94,876	135,049	42·3%

† the increase in 'A' level figure for biology is explained by absorption of botany and zoology, with figures as follows:

		1960	*1970*	*% change*
Botany	:	2,828	1,507	–46·7
Zoology	:	4,319	3,159	–26·9

TABLE SCH (3) LANGUAGE AVAILABILITY

LANGUAGE AVAILABILITY **1969-70**

In a survey undertaken by the Association of Teachers of Russian, with financial assistance from the Department of Education and Science, questionnaires were sent to all secondary schools in the United Kingdom in September 1969, with a second mailing in the Spring of 1970 to those which had not replied. Extracts from the results of the survey (published in the ATR *Journal of Russian Studies*, no.21, 1971) are given below.

ASSOCIATION OF TEACHERS OF RUSSIAN

SURVEY OF SUPPLY, DEMAND AND UTILISATION OF TEACHERS OF RUSSIAN IN SECONDARY SCHOOLS

Results of Preliminary Survey

In view of the changing situation due to schools closing, changing their names and status and being amalgamated as a result of re-organisation, the total number of effective questionnaires sent out can only be an estimate, hence the round figures of 7,000 for the first mailing and 3,000 for the second.

Language groupings

The two mailings are contrasted here to suggest that there is likely to be some statistical relevance in the figures. An examination of the percentages suggests that any extrapolation with reference to the schools which did not reply should err on the side of pessimism, since schools offering more than one language have replied sooner than those with French only or no language at all. As far as Russian is concerned, since the questionnaire went out under the ATR heading, it would be unwise to expect more than a handful of schools to remain unaccounted for.

The category 'Schools with Special Class/Set for Pupils with Primary French' was included for the guidance of the Schools Council Modern Languages Project, who wished to establish how far special provision was being made for pupils with earlier experience of French. Comments appended to a number of replies stressed that while such classes or sets had been considered, practical difficulties had been met.

1. LANGUAGE GROUPINGS OFFERED

	First Mailing		*Second Mailing*		
	No.	*% of total*	*No.*	*% of total*	*Total No.*
No foreign language	345	8	94	10	439
French only	1507	36	410	44	1917
French+1	1061	26	224	24	1285
French+2	818	20	139	14	957
French+3	322	8	50	5½	372
French+4	72	1¾	21	2¼	93
German only	28		5		33
One foreign language (other than French or German)	10		1		11
Two foreign languages (excluding French)	3		0		3
Special Class/Set for Pupils with Primary French	210	5	38	4¼	248
TOTAL SCHOOLS	4166		944		5110
Total possible	*c.* 7000		*c.* 3000		*c.* 7000

Note that in many schools courses started at more than one level and hence the total of 'courses' is in excess of the total number of schools in each case.

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Table SCH (3) contd.

Language availability

2. COURSES OFFERED

Language	*No. of schools*	11+	12+	13+	14+	15+	6th*
German							
First mailing	1922	212	535	627	531	39	254 (100)
Second mailing	394	32	116	132	111	9	49 (21)
TOTAL	2316	244	651	759	642	48	303 (121)
Russian							
First mailing	682	22	80	96	126	57	367 (307)
Second mailing	120	2	12	17	24	7	74 (61)
TOTAL	802	24	92	113	150	64	441 (368)
Spanish							
First mailing	890	79	143	170	197	48	351
Second mailing	173	12	25	32	44	10	69
TOTAL	1063	91	167	202	241	58	420
Italian							
First mailing	277	13	16	26	37	32	189
Second mailing	55	4	1	7	7	3	34
TOTAL	332	17	17	33	44	35	223

*Numbers in brackets represent schools where courses are offered *only* at 6th form level.

3. LANGUAGES OFFERED: NO. OF SCHOOLS

	First mailing		*Second mailing*		
	No.	*% of total*	*No.*	*% of total*	*Total No.*
French	3780	91	844	90	4624
German	1922	46	394	42	2316
Russian	682	16½	120	13	802
Spanish	890	21½	173	18½	1063
Italian	277	6½	55	6	332
No foreign language	345	8	94	10	439
TOTAL	4166		944		5110

Further analysis of replies to the questionnaires provides certain evidence of the effect of comprehensivisation on the availability of the study of foreign languages in schools.

continued on next page

Table SCH (3) contd.

Language Availability

4. AVAILABILITY OF FRENCH AND OTHER FOREIGN LANGUAGES IN GRAMMAR SCHOOLS, 1969

Authority	no. of schools	no reply	French only	F+1	F+2	F+3	F+4	average no. of languages
COUNTIES : Southern England								
Berkshire	19	1	–	4	10	4	–	3·0
Buckinghamshire	22	5	–	8	1	8	–	3·0
Essex	19	1	2	–	6	8	2	3·4
Hampshire	18	2	–	3	9	3	1	3·1
Kent	28	5	–	6	15	2	–	2·8
Surrey	21	4	–	4	8	2	3	3·2
East Sussex	8	3	–	–	4	1	–	3·2
West Sussex	7	–	–	2	1	4	–	3·3
	142	21	2	27	54	32	6	3·1
BOROUGHS : Southern England								
Bournemouth	3	–	–	–	2	1	–	3·3
Brighton	5	1	–	–	3	1	–	3·2
Canterbury	2	–	–	1	1	–	–	2·5
Eastbourne	2	1	–	–	1	–	–	3·0
Hastings	2	–	–	–	–	2	–	4·0
Portsmouth	7	–	–	1	4	1	1	3·3
Reading	5	–	–	2	2	1	–	2·8
Southampton	5	–	–	–	2	2	1	3·8
Southend	5	–	–	2	1	2	–	3·0
	36	2	–	6	16	10	2	3·2
COUNTIES : Northern England								
Cheshire	32	3	–	11	12	6	–	2·8
Cumberland	7	–	–	4	1	1	1	2·9
Derbyshire	15	3	–	5	5	2	–	2·7
Durham	22	6	1	7	6	2	–	2·6
Lancashire	59	2	–	23	24	10	–	2·8
Northumberland	14	4	–	9	1	–	–	2·1
Nottinghamshire	16	1	1	6	7	1	–	2·5
Staffordshire	20	10	1	5	3	1	–	2·4
Westmorland	4	–	1	3	–	–	–	1·7
Yorks, E.Riding	5	1	–	–	2	2	–	3·5
N.Riding	11	2	1	2	5	1	–	2·7
W.Riding	35	4	3	14	13	1	–	2·4
	240	36	8	89	79	27	1	2·6
total	718	57	10	122	149	69	9	

continued on next page

Table SCH (3) contd.

Language Availability

5. AVAILABILITY OF FRENCH AND OTHER FOREIGN LANGUAGES IN SECONDARY MODERNS, 1969

Authority	no. of schools	no reply	foreign languages taught					average no. of langs. available
			0	1	2	3	4	
COUNTIES : Southern England								
Berkshire	36	12	1	18	3	1	–	1·1
Buckinghamshire	46	15	2	19	10	–	–	1·3
Essex	56	21	3	25	7	–	–	1·1
Hampshire	60	13	1	33	11	2	–	1·3
Kent	95	35	4	46	10	–	–	1·4
Surrey	72	21	–	37	6	6	2	1·5
East Sussex	30	10	–	16	4	–	–	1·2
West Sussex	20	3	–	9	6	1	1	1·6
	415	130	11	203	57	10	3	1·3
BOROUGHS : Southern England								
Bournemouth	10	2	–	5	3	–	–	1·4
Brighton	11	6	–	5	–	–	–	1·0
Canterbury	3	2	–	1	–	–	–	1·0
Eastbourne	4	–	–	4	–	–	–	1·0
Hastings	4	2	–	2	–	–	–	1·0
Portsmouth	19	10	2	6	1	–	–	0·9
Reading	6	2	–	3	1	–	–	1·2
Southampton	–							
Southend	11	–	–	7	4	–	–	1·4
	68	24	2	33	9	–	–	1·2
COUNTIES : Northern England								
Cheshire	88	33	13	38	1	1	1	0·85
Cumberland	11	3	2	4	–	1	1	1·40
Derbyshire	52	26	7	15	3	1	–	0·92
Durham	98	38	26	31	3	–	–	0·62
Lancashire	184	62	9	106	6	1	–	1·00
Northumberland	64	23	7	32	2	–	–	0·88
Nottinghamshire	60	31	10	19	–	–	–	0·65
Staffordshire	61	35	5	19	1	1	–	0·92
Westmorland	4	–	2	2	–	–	–	0·50
Yorks, E.Riding	13	3	–	7	3	–	–	1·30
N.Riding	26	7	3	16	–	–	–	0·84
W.Riding	87	29	19	36	4	–	–	0·76
	748	290	103	325	23	5	2	0·86
total	1,231	444	116	561	89	15	5	

continued on next page

Table SCH (3) contd.

Language Availability

6. AVAILABILITY OF FRENCH AND OTHER FOREIGN LANGUAGES IN COMPREHENSIVES, 1969

Authority	no. of schools	no reply	French only	F+1	F+2	F+3	F+4	average no. of langs. available
COUNTIES								
Cornwall	7	1	2	3	1	–	–	1·8
Cumberland	15	5	7	2	1	–	–	1·4
Derbyshire	19	3	7	4	3	2	–	2·0
Devon	5	–	–	3	1	1	–	2·6
Dorset	7	2	1	3	1	–	–	2·0
Essex	29	4	1	13	9	2	–	2·5
Hunts. & Peterborough	1	–	–	1	–	–	–	2·0
Isle of Man	4	–	2	1	1	–	–	1·7
Kent	5	–	–	1	2	2	–	3·2
Lancashire	30	5	5	9	–	1	–	1·8
Lincs. Lindsey	1[illegible]	2	4	3	–	1	–	1·7
I.L.E.A.	7[illegible]	28	9	25	7	6	3	2·4
London: Brent	13	–	3	2	6	2	–	2·5
Ealing	3	–	–	1	2	–	–	2·6
Haringey	13	2	1	3	5	2	–	2·7
Hillingdon	1	–	–	1	–	–	–	2·0
Hounslow	9	2	1	4	1	1	–	2·3
Waltham Forest	11	1	–	2	5	3	–	3·1
Northamptonshire	4	–	–	4	–	–	–	2·0
Nottinghamshire	2	–	–	1	1	–	–	2·5
Oxfordshire	9	2	1	3	2	1	–	2·4
Shropshire	4	1	–	1	1	–	–	2·0
Somerset	3	1	–	–	1	1	–	3·5
Staffordshire	11	1	1	7	2	–	–	2·1
East Suffolk	2	–	–	1	1	–	–	2·5
West Sussex	10	1	1	3	1	3	1	3·0
Warwickshire	1	–	–	1	–	–	–	2·0
Westmorland	3	–	1	2	–	–	–	1·7
Wiltshire	20	9	4	4	2	1	–	2·0
Yorks, E.Riding	4	–	2	2	–	–	–	1·5
W.Riding	36	5	5	12	10	3	1	2·5
Total	359	75	59	122	66	32	5	2·3

continued on next page

Table SCH (3) contd.

Language Availability

7. AVAILABILITY OF FRENCH AND OTHER FOREIGN LANGUAGES IN COMPREHENSIVES, 1969

Authority	no. of schools	no reply	French only	F+1	F+2	F+3	F+4	average no. of langs. available
COUNTY BOROUGHS								
Birmingham	11	–	1	6	4	–	–	2·4
Blackburn	6	–	–	5	1	–	–	2·2
Bradford	2	–	–	2	–	–	–	2·0
Bristol	23	7	–	10	3	3	–	2·6
Carlisle	6	2	–	2	2	–	–	2·5
Coventry	12	1	2	3	6	–	–	2·4
Gateshead	4	1	–	2	1	–	–	2·3
Grimsby	2	–	–	2	–	–	–	2·0
Hull	4	1	–	2	1	–	–	2·3
Leeds	4	1	–	1	2	–	–	2·6
Liverpool	15	–	1	6	6	2	–	2·6
Luton	12	2	1	2	7	–	–	2·6
Manchester	29	5	3	13	7	1	–	2·2
Newcastle	10	2		5	2	1	–	2·4
Nottingham	1	–	–	–	–	1	–	4·0
Oldham	9	4	1	2	2	–	–	2·2
Plymouth	2	–	–	1	1	–	–	2·5
Preston	9	2	1	6	–	–	–	1·9
Rochdale	3	1	–	1	–	1	1	3·0
Sheffield	9	3	2	3	1	–	–	1·8
Southampton*	18	5	2	9	1	–	–	2·3
Stockport	1	–	–	1	–	–	–	2·0
Sunderland	5	1	–	2	1	–	1	3·0
Torbay	1	–	1	–	–	–	–	1·0
Wakefield	1	–	–	–	1	–	–	3·0
Walsall	6	1	–	4	–	1	–	2·4
Warley	1	–	–	1	–	–	–	2·0
West Bromwich	2	–	–	1	1	–	–	2·5
Wolverhampton	5	–	–	3	1	1	–	2·6
total	213	39	15	95	51	11	2	2·3

Combined totals

COUNTIES	359	75	59	122	66	32	5	
COUNTY BOROUGHS	213	39	15	95	51	11	1	
	572	114	74	217	117	43	6	2·3

*includes one with *no* foreign languages

Table SCH (4) LANGUAGE USE

1. SCHOOL LEAVERS WITH 'O' LEVEL FL : figures in thousands

School leavers 1969–71 whose 'O' level passes included at least one modern foreign language (including 'O' level pass on 'A' level or Grade I CSE) compared with total leavers.

Destination	year	boys		girls		total	
		'O' level mod. lang.	all leavers	'O' level mod. lang.	all leavers	'O' level mod. lang.	all leavers
UNIVERSITY	1969	19·67	24·84	11·17	11·91	30·84	36·75
	1970	18·92	23·97	12·15	13·02	31·07	36·99
	1971	17·98	23·75	12·73	13·76	30·68	37·51
COLLEGE OF EDUCATION	1969	1·72	4·70	10·39	16·68	12·11	21·38
	1970	1·63	4·46	9·63	15·53	11·26	19·98
	1971	1·42	4·14	9·16	15·63	10·58	19·77
POLYTECHNICS*	1969	—	—	—	—	—	—
	1970	3·07	6·13	2·14	3·34	5·21	9·47
	1971	3·76	7·36	2·56	3·53	6·32	10·89
OTHER FULL-TIME FE	1969	8·04	30·73	12·32	38·88	20·36	69·61
	1970	5·43	25·52	10·87	37·42	16·30	62·94
	1971	5·24	26·30	10·81	39·05	16·05	65·35
TEMPORARY EMPLOYMENT PRIOR FE/HE	1969	1·57	2·56	1·16	1·99	2·71	4·53
	1970	0·88	†	0·69	†	1·57	2·70
	1971	1·54	2·57	1·56	2·32	3·10	4·89
OTHER EMPLOYMENT	1969	14·85	254·25	20·23	228·37	35·08	482·62
	1970	15·27	255·30†	21·04	229·53†	36·31	482·13
	1971	13·55	251·21	19·08	223·81	32·63	475·02
TOTAL	1969	45·83	317·07	55·27	297·83	101·10	614·90
	1970	45·20	315·38	56·53	298·83	101·73	614·21
	1971	43·46	315·33	55·90	298·09	99·36	613·42

*The distinction between Polytechnics & FE was first made in 1969–70.

†For 1969–70 no distinction is made between 'temporary' and 'other' employment in the figures available.

2. SCHOOL LEAVERS WITH 'O' LEVEL FL : % of total

School leavers 1969–71 whose 'O' level passes included at least one modern foreign language, by destination expressed as a percentage of all leavers with the same destination.

Destination	year	boys	girls
UNIVERSITY	1969	79·20	93·76
	1970	78·94	93·33
	1971	75·60	92·51
COLLEGE OF EDUCATION	1969	36·59	62·16
	1970	36·56	62·01
	1971	34·30	58·61
POLYTECHNIC	1969	—	—
	1970	50·07	64·07
	1971	51·09	72·51
OTHER FULL-TIME FE incl. POLYTECHNIC	1969	26·17	31·69
	1970	26·85	31·92
	1971	26·74	31·41
OTHER EMPLOYMENT incl. TEMPORARY	1969	6·39	9·29
	1970	6·33	9·47
	1971	5·94	9·13
ALL LEAVERS	1969	14·45	19·74
	1970	14·33	18·91
	1971	13·78	18·75

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3. SCHOOL LEAVERS WITH 'A' LEVEL FL

School leavers during the academic year 1968–69 whose GCE 'A' level passes included one or more foreign languages (French or other modern or *classical* foreign language) by destination.

	GRADE*	TOTAL	DESTINATION AS % OF TOTAL **			
			UNIVERSITY	COLLEGE OF EDUCATION	FURTHER EDUCATION†	EMPLOYMENT
boys	Lower	3,190	32	7	26	35
	Upper	4,160	90	1	4	5
girls	Lower	6,670	16	29	32	23
	Upper	5,450	79	5	10	6
boys and girls	Upper and Lower	19,470	52	12	19	17
all leavers with one or more 'A' levels	Lower	65,360	18	24	25	33
	Upper	30,260	81	4	6	9
	TOTAL	95,620	38	18	19	25

* Points in all subjects taken, allocated on the basis of one point for Grade E to five points for Grade A, are added together:
Lower Grade = 8 or less points
Upper Grade = 9 or more points

** These figures, as are the totals, are based on a random sample of 1/10th of school leavers in 1968–1969. Figures are therefore only approximate.

Details of standard errors of percentages may be found in the Explanatory Notes to Vol.2 of *Statistics of Education.*

† Further Education here includes Polytechnics.

Source: *Statistics of Education,* Vol.2 and Supplementary data supplied by DES.

Table HE(1) COUNCIL FOR NATIONAL ACADEMIC AWARDS (CNAA)

1. COURSES LEADING TO FIRST DEGREES IN (MODERN) LANGUAGES

Year	no. of courses	1st year students	2nd year	3rd year	4th year	total	total in all Arts & Soc. Sc.
1965–66	–	–	–	–	–	–	129
1966–67	2	71	–	–	–	71	933
1967–68	2	81	57	–	–	138	2,008
1968–69*	3	131	71	53	–	285	3,815
1969–70	8	275	128	62	52	517	5,861
1970–71	9	292	210	114	59	675	7,363
1971–72	12	431	220	185	112	948	9,931

2. GROWTH OF OTHER SUBJECTS FOR COMPARISON

Subject	Year	courses	1st year	2nd	3rd	4th	5th	total	total in languages
ARTS (& HUMANITIES)	1966–67	–	–	–	–	–	–	–	71
	1967–68	2	203	–	–	–	–	203	138
	1968–69	2	183	133	–	–	–	316	285
	1969–70	3	192	139	125	–	–	456	517
	1970–71	4	188	157	136	17	*	498	675
	1971–72†	10	573	233	202	29	*	1,037	948
BUSINESS STUDIES	1965–66	5	129	–	–	–	–	129	–
	1966–67	11	450	219	36	11	–	716	71
	1967–68	12	609	423	165	42	8	1,247	138
	1968–69	16	822	534	370	138	12	1,876	285
	1969–70	20	1,142	425	489	374	*	2,730	517
	1970–71	21	1,039	908	586	480	*	3,013	675
	1971–72	24	1,131	878	751	611	*	3,371	948
MECHANICAL ENGINEERING	1965–66	13	364	271	172	106	53	966	–
	1966–67	15	349	283	219	160	35	1,046	71
	1967–68	18	436	414	292	211	42	1,395	138
	1968–69	21	671	535	386	246	47	1,885	285
	1969–70	21	652	557	499	342	*	2,050	517
	1970–71	21	653	597	507	444	*	2,201	675
	1971–72	23	691	568	593	439	*	2,241	948

3. CANDIDATES REGISTERED FOR RESEARCH DEGREES (M.Phil/Ph.D.)

Subjects	1965–66	1966–67	1967–68	1968–69	1969–70	1970–71	1971–72
Languages	–	2	2	4	3	4	5
Arts†	–	–	–	–	–	2	2
Business Studies	–	–	1	–	–	–	2
Mechanical Engineering	–	31	44	58	80	104	141

*4th and 5th year students combined

† now compiled as Combined Studies (Arts)

Table HE (1) Contd.

Council for National Academic Awards

4. WORK OF THE LANGUAGES BOARD

Year	no. of meetings	college visits	courses examined	courses approved	courses rejected
1965–66	3	4	7	2	3
1966–67	6	3	7	0	8
1967–68	6	5	7	3	4
1968–69	4	5	9	3	5
1969–70	4	4	10	2	6
1970–71	4	6	12	6	5
1971–72	4	4	7	5	1
	31	31	59	21 (36%)	32

5. ENROLMENTS 1971-72

College and Course	Year :	1	2	3	4	total
Cambridgeshire College of Arts & Technology	FGI S	45	20			65
Polytechnic of Central London	FGIRS	69	35	33		137
Ealing Technical College	FG RS	62	27	34	32	155
Lanchester Polytechnic	FGIRS	39	35	32	31	137
Leeds Polytechnic	FG RS	40	20	24		84
Liverpool Polytechnic	FG RS	23	19	23	26	91
Newcastle upon Tyne Polytechnic	FG RS	36				36
Portsmouth Polytechnic	F	33	30	23	23	109
Portsmouth Polytechnic	R	23				23
Portsmouth Polytechnic (Spanish)	S	19	19	16		54
Portsmouth Polytechnic (Latin American)	S	19				19
Polytechnic of the South Bank	FG	23	15			38
		431	220	185	112	948

6. ENROLMENTS 1972-73

College and Course	Year :	1	2	3	4	total
Cambridgeshire College of Arts & Technology	FGI S	55	33	18	–	106
Polytechnic of Central London	FGIRS	57	56	34	32	179
Ealing Technical College	FG RS	50	48	25	34	157
Lanchester Polytechnic	FGIRS	38	33	31	32	134
Leeds Polytechnic	FG RS	32	21	17	22	92
Liverpool Polytechnic	FG RS	26	19	19	17	81
Liverpool Polytechnic	FG RS	26	–	–	–	26
Newcastle upon Tyne Polytechnic	FG RS	37	28	–	–	65
Portsmouth Polytechnic	F	28	28	28	24	108
Portsmouth Polytechnic	G	23	–	–	–	23
Portsmouth Polytechnic (Latin American)	S	24	16	–	–	40
Portsmouth Polytechnic	R	24	13	–	–	37
Portsmouth Polytechnic (Spanish)	S	24	14	15	15	68
Polytechnic of the South Bank	FG	22	19	11	–	52
Wolverhampton Polytechnic	F	49	–	–	–	49
		515	328	198	176	1,217

Table HF(2) UNIVERSITIES

1. LANGUAGE, LITERATURE AND AREA STUDIES First Degree 1969 and 1970*

		(Table 11)											(Table 14)				(Table 15)		(Table 21)			
													Post-Graduate				Sandwich Courses		Part-time			
Language and Studies	date	year 1		year 2		year 3†		final		total		first degree	Research		Courses				Undergraduate		Post-Graduate	
		M	F	M	F	M	F	M	F	M	F	M + F	M	F	M	F	M	F	M	F	M	F
FRENCH	1969 1970	301 256	811 791	301 294	794 754	116 100	280 234	292 341	686 755	1,010 991	2,571 2,534	3,581 3,525	128 133	112 112	32 17	17 23	– 3	– 7	52 60	122 134	161 151	138 153
FRENCH/ GERMAN	1969 1970	236 235	172 217	198 187	138 150	56 48	93 84	217 176	140 153	707 649	543 609	1,250 1,258	6 6	– 1	– 3	– –	37 35	46 55	7 6	5 5	6 4	2 2
GERMAN	1969 1970	182 189	350 347	197 186	342 340	68 62	107 96	177 205	318 324	624 642	1,117 1,107	1,741 1,749	81 72	36 38	6 8	5 9	41 38	50 56	17 20	13 16	90 97	42 44
HISPANIC	1969 1970	86 82	131 153	92 77	140 126	20 20	33 36	80 109	133 125	278 288	437 440	715 728	40 35	23 22	16 22	8 5	– –	– –	9 11	10 14	51 50	27 36
Other and combined W. EUROPEAN	1969 1970	232 238	286 333	193 220	304 320	74 64	114 119	180 192	270 262	679 714	947 1,084	1,626 1,798	18 28	13 18	9 2	6 1	33 32	59 55	4 13	16 43	16 23	21 17
RUSSIAN	1969 1970	99 96	127 118	103 78	110 112	25 27	22 31	86 97	85 103	313 298	344 364	657 662	36 30	19 22	18 15	12 6	32 30	28 30	6 –	6 1	41 27	8 11
Other SLAVONIC & E. EUROPEAN	1969 1970	8 5	9 10	9 3	4 7	– –	– –	6 8	7 4	23 16	20 21	43 37	9 17	1 1	1 3	3 –	– –	– –	– –	– –	8 10	4 4
CHINESE	1969 1970	27 19	16 14	22 20	8 12	6 16	12 9	24 15	16 16	79 70	52 51	131 121	13 10	5 6	– 2	1 1	– –	– –	– –	2 –	4 5	1 1
ORIENTAL, AFRICAN & ASIAN	1969 1970	62 58	36 42	53 52	34 30	19 18	6 16	56 65	27 30	190 193	103 118	293 311	143 132	38 50	20 6	9 7	– –	– –	29 28	19 16	51 50	11 13
Other general and combined	1969 1970	157 170	301 299	163 176	218 326	45 88	90 115	130 133	168 178	495 571	777 920	1,272 1,491	121 95	45 46	186 124	93 77	– 26	– 51	18 43	200 215	65 63	32 28
total all languages (above)	1969 1970	1,390 1,348	2,239 2,374	1,331 1,293	2,092 2,177	429 443	757 752	1,248 1,341	1,850 1,950	4,398 4,432	6,911 9,782	11,309 11,680	593 558	292 316	288 202	154 130	143 164	183 254	142 181	393 444	493 480	286 309
all students	1969 1970	41,866 43,277	18,493 20,049	38,564 38,637	15,353 17,374	10,505 9,927	3,409 3,438	34,906 36,968	14,562 15,548	129,017 131,897	53,724 57,404	182,741 189,301	17,647 17,834	2,978 3,158	11,481 7,214	5,104 1,314	12,289 12,296	1,314 1,370	2,932 2,966	2,196 2,337	16,359 14,862	3,124 3,219

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* *Statistics of Education*, vol. 6, 1970.

† where year 3 is not final year.

Table HE (2) contd.

Universities

2. TOTAL DEGREES OBTAINED Languages*

(Table 31)

Language and Studies	Date	Honours		Pass/Ordinary		Higher	
		M	F	M	F	M	F
FRENCH Language and Studies	1966	263	557	5	5	26	12
	1967	287	579	13	15	33	14
	1968	288	638	1	28	43	30
	1969	302	650	7	10	33	25
FRENCH/GERMAN Language & Studies	1966	126	67	16	37	–	–
	1967	193	93	15	73	2	–
	1968	176	113	38	113	2	2
	1969	224	127	10	11	3	4
GERMAN Language and Studies	1966	163	243	7	4	27	7
	1967	160	248	2	2	21	8
	1968	166	307	5	6	25	9
	1969	175	288	7	5	38	16
HISPANIC Languages & Studies	1966	96	74	5	2	9	2
	1967	76	95	2	3	9	5
	1968	72	82	2	4	12	3
	1969	78	91	1	2	26	7
Other combined WESTERN EUROPEAN Languages and Studies	1966	99	86	27	109	6	2
	1967	130	135	52	111	5	2
	1968	160	189	32	140	7	4
	1969	166	198	12	25	7	4
RUSSIAN Language and Studies	1966	65	32	4	2	5	1
	1967	48	44	1	1	3	–
	1968	55	49	–	1	10	4
	1969	62	48	1	3	11	2
Other SLAVONIC & EAST EUROPEAN Languages and Studies	1966	13	5	–	–	2	1
	1967	7	2	–	–	1	–
	1968	7	4	–	2	4	1
	1969	5	4	1	–	1	4
CHINESE Language and Studies	1966	12	3	–	–	4	–
	1967	13	10	2	1	2	–
	1968	18	14	–	–	1	–
	1969	14	4	1	–	3	2
ORIENTAL, AFRICAN & ASIAN Languages and Studies	1966	37	19	2	1	43	6
	1967	52	21	1	–	40	4
	1968	34	12	3	1	37	5
	1969	42	20	2	1	47	11
Other general and combined Languages and Studies	1966	47	58	11	27	43	6
	1967	48	77	45	98	51	14
	1968	97	94	9	21	90	34
	1969	119	124	5	11	106	40
All Languages (Total of above)	1966	921	1,144	77	187	165	37
	1967	1,014	1,304	133	304	167	47
	1968	1,073	1,502	90	316	231	92
	1969	1,187	1,554	50	68	275	115

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* ***Statistics of Education,*** **appropriate years, vols. 6.**

Table HE (2) contd.

Universities

3. HONOURS DEGREES OBTAINED IN LANGUAGES, 1961

NB. Returns to the DES by the UGC were made in a different format in 1961 from that adopted in the current *Statistics of Education,* vol.6. The figures given below do not cover areas described in the later returns as 'combined' languages and studies.

	M	F
FRENCH	273	374
FRENCH & GERMAN	89	38
GERMAN	181	133
SPANISH	79	33
RUSSIAN	59	13
CHINESE	10	1
all students/all subjects	11,726	3,620

4. TOTAL DEGREES OBTAINED **Other subjects***

(Table 31)

		Honours		Pass/Ordinary		Higher	
Subject	Date	M	F	M	F	M	F
ALL LANGUAGES	1966	921	1,144	77	187	165	37
	1967	1,014	1,304	133	304	167	47
	1968	1,073	1,502	90	316	231	92
	1969	1,187	1,554	50	68	275	115
ENGLISH	1966	720	765	20	28	122	45
	1967	718	912	17	10	155	79
	1968	873	1,021	19	20	241	109
	1969	841	959	18	17	195	109
HISTORY	1966	910	527	21	16	141	26
	1967	931	639	21	20	140	34
	1968	989	696	24	25	195	43
	1969	1,010	678	19	13	205	50
MATHEMATICS	1966	1,030	345	272	117	322	20
	1967	1,158	360	305	137	390	46
	1968	1,423	458	335	186	505	53
	1969	1,485	544	302	114	550	51
LAW	1966	957	146	228	49	201	13
	1967	1,102	164	284	60	208	14
	1968	1,236	195	260	52	230	11
	1969	1,222	247	317	57	227	17
ALL STUDENTS	1966	17,405	6,465	6,312	2,507	5,952	608
	1967	19,785	7,597	7,036	2,750	7,226	808
	1968	23,075	9,250	7,232	3,179	8,748	1,105
	1969	24,996	10,357	7,299	3,349	9,227	1,187

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* *Statistics of Education,* appropriate years, vols. 6.

Table HE (2) contd.

Universities

5. LONDON UNIVERSITY EXTERNAL FIRST DEGREES, 1969*

(Table 17)

	ENGLAND & WALES					
Language	grant-aided FE establishments	colleges of education	other instns	Instns. in SCOTLAND & N. IRELAND	Corres-pondence and other private study	total
FRENCH	13	8	1	0	19	41
GERMAN	9	3			6	18
ITALIAN					3	3
RUSSIAN					2	2
SPANISH					1	1
CHINESE					6	6

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6. SCOTTISH UNIVERSITIES

December 1970

Full-time undergraduates in language, literature and area studies

	M	F	M & F
Aberdeen	95	122	217
Dundee	20	17	37
Edinburgh	308	571	879
Glasgow	95	130	225
Heriot-Watt	3	12	15
St. Andrews	86	156	242
Stirling	133	148	281
Strathclyde	21	7	28
total	761	1,163	1,924
as % of total	3·5	10·6	5·9

Undergraduates + postgraduate students

	M	F	M & F
Aberdeen	107	131	238
Dundee	20	18	38
Edinburgh	435	636	1,071
Glasgow	122	140	262
Heriot-Watt	3	12	15
St. Andrews	107	164	271
Stirling	136	148	284
Strathclyde	25	16	41
total	955	1,263	2,220
as % of total	3·9	10·7	6·1